Volume 121 DECEMBER, 1938 Number 9

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THE JOURNAL OF EDUCATION

Is He a Strephosymbolic?
CARO DALLAS COOMBS

Books I Think You'd Like
MARY ALLISON BELDING

Do You Know Henry Barnard?
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3—Making and Using Outlines

World at Lessons — All in the Day's Work
Letters — Book Reviews

The News Digest
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OFFICE OF PUBLICATION: Six Park Street, Boston, Mass.

Represented in New York by C. D. Buckwell, 17 West 44th Street; and in Chicago by James Mason, 605 No. Michigan Avenue.

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THE JOURNAL OF EDUCATION is published monthly from October to June, inclusive, by New England Publishing Company, Six Park Street, Boston. Subscriptions in the United States, $2.25 a year; Canadian postage, 50c; Foreign postage, $1.00. Entered at Postoffice in Boston, Mass., as second class matter.

Index to The Journal of Education is published annually in the December issue. The contents are listed in **Education Index.**

The Editors Say . .

These remarks are not editorials—as one reader mistakenly thought. Bless you, no! We refer you to "World at Lessons" for our more formal editorial observations. Hope you do not find us too formal, even there.

▼

Education, like everything else, has been subdivided and specialized until many persons wonder if there's any hope of holding it together or of treating it unitedly in a single magazine. Our Journal is a continual acceptance of that challenge. So many readers seem really to enjoy and profit from the material we are privileged to bring them that we are encouraged in the belief that a general magazine of education fills a highly important place even today. In this connection—did you happen to know that The Journal of Education began life in 1875 as "A Magazine of Education, Literature and Science"? Well, it's a fact.

▼

Behind the curtain of the next year are waiting many manuscripts you will want to see in type. Other manuscripts are in the making; some promised, some slowly pointing our way by the ouija board that tells writers where to send their best educational offerings.

▼

That reader who wrote us that our Journal is "TOPS in its field" ought really to credit our contributors, since it is they who make a good magazine possible. Our goal is to have a magazine that *everyone* will call "TOPS."

▼

But you've appointments to keep with Strephosymbolia, the Newest Books, Henry Barnard, the Lefthanders, a Dean of Men, a Gear-shifter—and others. So we won't detain you another minute.

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NEW YORK CINCINNATI CHICAGO BOSTON ATLANTA DALLAS SAN FRANCISCO

The JOURNAL of EDUCATION

ANSON W. BELDING, *Editor*

VOLUME 121 BOSTON, DECEMBER, 1938 NUMBER 9

World at Lessons

Our Common Enterprise

Nothing is more evident in nature than the fact that every form of life has its particular set of enemies. Every bloom has its blight or blights. Every life has its death.

Everywhere the battle of life and death is going on. Is it a struggle of force against force? To some extent, a growing extent perchance, it is a struggle of intelligence against instinct.

The job we call education is an attempt to array intelligence against ignorance and the whole herd of evils which are bred by ignorance. These include superstition, fear, disease, poverty and crime.

Education of the mind and spirit serves to enrich and prolong the mental and spiritual life. Education points the way to ultimate triumph of intellect —with its attributes of justice, truth and social adjustability over injustice, falsehood and social recalcitrancy.

And education is a slow process. It works through individuals—unlike ignorance which works ofttimes by stirring emotions in the masses.

And when we speak of education, we should be thinking of every conscious influence that is endeavoring to promote the intelligent behavior of human beings. Most of all, we should think of ourselves and our own part in that all-challenging enterprise—as lively and heroic an enterprise as any dragon-slaying since the world began.

This Nazi Madness

Earthdwellers stand aghast and stunned as they watch the Nazi madness exhaust itself upon the Jews. It seems as though the very foundations of civilization were being shaken. Back to the middle ages with their pogroms and their ghettos, back to barbarism with its cruelties, has gone a nation and a people proudly calling itself Aryan and superior.

Words fail to express the contempt which the Hitler regime has drawn upon itself from human hearts wherever these continue to beat with sympathy for the injured and oppressed.

The world had largely forgiven Germany for its launching of the World War a quarter century ago. The verdict was that the rulers and not the people were responsible.

Can this same distinction be made repeatedly? Can the German people again be absolved from guilt for what their masters are doing?

Control of information media by the tyrants may excuse their subjects for ignorance at many points. But these atrocities have been committed in full sight of Germans in every city. And the Germans, in their homes and by their firesides, are kindly people. Do not millions of them find themselves outraged at the ruthless punishment of all Jews for the murderous act of one rash youth against a German sub-secretary in Paris?

Unless the German people have had the very souls ground out of them by the Nazi oligarchs and propagandists, this affront to all that is noble and decent in mankind will mark a turning point in the loyalties of many Germans and the beginning of a move toward sanity.

The Nation Speaks

Results of the recent election in the United States were as varied as the complexities of state and local issues and conflicting personalities could make them. Yet from a national point of view the gains of the Republican party and the victories of Democratic leaders opposed to the New Deal converge upon one significant conclusion: A revolt against one-man domination of the country's governmental affairs has started.

Genuine alarm was felt by many Americans before November 8 lest the White House, through its control of WPA and other spending agencies and the persuasive powers of the President himself, had obtained so tight a grip on the voters that it could not be shaken loose without some national calamity. Today that grip is weakened.

Mr. Roosevelt continues to have plenty of strength in Congress to insure the carrying out of almost any program he proposes. But we are to see more evidences of a two-party government, more signs of opposition.

Democracy appears to work best where there are two major parties vying with each other for control, with that control determined from time to time by independent voters. Under that system, the pendulum swings first one way and then the other and the interests of the public are advanced.

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Ability to Speak

Grown men and women in these days are flocking to special classes to learn how to speak and to hold their listeners. The desire is not so much to stand on platforms and sway large audiences, as to be able to put one's ideas across to small groups, sometimes to one person only.

To what extent this movement in adult education is traceable to deficiencies in elementary and high school education, can only be conjectured. Much of the course-taking by adults is due to their awakening to the importance of studies which they pursued very apathetically when in school. This may have been partly their own fault, partly that of the school.

The rhetoricals, orations and debates which were once a part of the English program in many high schools, have too largely been abandoned without leaving any good substitute.

Elocution and all that resembled it in artificiality of speech and gesture, fully deserved to go. But its dismissal has left a gap that ought to be filled with sincere attempts to develop speaking ability in not only the more talented but all boys and girls.

Practice in speaking should be provided in every classroom, not only for those who freely volunteer but for the more timid as well. But the chief responsibility lies with the English teacher.

Oral reports by children on books, news events or personal observations and experiences of their own, make excellent training, especially if begun in early grades. Encouragement will be found to count for more than criticism, especially criticism before a class.

At many points along the way such matters as voice, enunciation, and the organizing of subject matter require attention.

We still have seniors in high school and even in college who are afraid to hear themselves speak and may never overcome this fear—even though they pay large sums later in life in hope of doing so.

Fair Weather Schooling

Should schools close in stormy weather or should they be kept open? And just what is meant by stormy weather—that is, just how wet or cold or windy?

These are questions as worthy of consideration as many others that have been subjects of nation-wide inquiry.

School heads who decree the no-school signal on rainy or snowy days, do so on grounds of health. They hope to prevent colds and other contagions.

Other authorities who are more inclined to keep their schools open in all weathers, point to the fact that children are quite as likely to impair their health with exposure to wet weather when they are given a holiday as when they attend school.

On a stormy day in the vicinity of Boston, pupils and teachers alike listen tensely for radio announcers to read off the list of towns and cities in which there is to be no school for the day. Do superintendents who insist on holding school feel a certain loss of popularity if they fail to follow the procession of vacation-makers?

Health is a thing that can be lost as readily by too much protection as by too little. A bit of rough encounter with the elements may still be good for children. The high school lad who walked six miles from the country every morning for four years without once being stopped by cloudburst, blizzard or any other climatic obstacle, still commands our admiration.

Boy in Distress

Newspapers in many parts of the country recently gave headlines to the case of a college youth who deserted college for religion; then, after much personal attention from college officials, decided to return to the campus, retaining his cult connection but renouncing gridiron strife and dressing-room profanity.

Yes, Harrington Gates of Dartmouth received all that publicity because of his prowess in football. But many a youth in school and college passes through equally hard mental conflicts without a particle of attention being paid to his predicament by any person competent to advise and help him.

To reduce the amount of such distress and to prevent many an undergraduate from making unwise and even fatal decisions, the more humane colleges and universities attempt to provide personal deans, or counselors with other titles.

In this connection, the article on another page, "No Formula for a Dean of Men," will prove interesting. Raymond E. Manchester, its author, is among the most human of those deans.

Freedom's Paradox

It is indeed unfortunate, as Senator Walsh of Massachusetts declared the other day, that college professors—a few of them—praise the political "isms" of totalitarian states, while belittling the United States. The freedom under which they do this is one of the paradoxes of the American way. They could not exercise similar freedom in any of the lands they are so fond of praising. Yet they abuse their privilege here to undermine the very platforms on which they stand and declaim.

Maybe the worst that could be wished for Hitler is that he win a war some time.

Insane persons never cooperate. While this does not prove that non-cooperators are *non compos mentis*, it at least raises the question.

Is He a Strephosymbolic?

The child you brand "impossible" in reading and spelling may be victim of a queer but not uncommon mental malady, as David was.

CARO DALLAS COOMBS
New Rochelle, New York

DOUBTLESS this is not a very challenging question, since the term itself is not in common use and its significance as a "reading, writing and spelling disability" is so rarely understood that the victims of it may pass from childhood into adult life without its being recognized. Yet we must face the fact that, at a conservative estimate, 5 per cent of the elementary school population in the United States—or about one million children—have this developmental reading difficulty and one of two things is happening: either they are being promoted because they show such unusual intelligence in other subjects that it is supposed the language difficulties will eventually iron out or they are being held back on the tragically wrong assumption that they are mentally backward children. The effect which either conclusion is likely to have on the personalities of these children is obvious. Initially labelled as "careless" they are ultimately characterized as anything from diffident to delinquent. From this unfair, often cruel misjudgment there emerges a child whose normal self-confidence and happiness have been partially or wholly impaired.

▼

I believe that my child was associated with as intelligent a group of teachers as it is the good fortune of any of us to find, and yet they made no effort to explain why in two subjects — spelling and writing—he showed no improvement, and in reading, very unsatisfactory progress. Enlightenment eventually came through Dr. Samuel T. Orton, who has not only discovered the condition but has made available diagnostic tests and corrective methods of treatment,* thus opening the way for the alert parent or teacher to detect this child who is definitely handicapped, often grossly misunderstood and on the way to possible failure either scholastically or socially—thwarted in facing life by something he cannot understand.

I am telling the story of how I discovered my child to be a strephosymbolic in considerable detail because it is indicative of the diverting circumstances that can prevent a correct diagnosis and because I hope it will help parents and teachers recognize the "symptoms" before the problem becomes a really serious one.

▼

David started his schooling at the age of three at a progressive school, where for two years a rare group of people led him through fascinating adventures into the world about him, helping him to accumulate an amazing amount of information and teaching him to live in accord with his fellow beings. After two years of academic work, it was necessary for him to enter public school where he was given a number of reading tests, which he failed. It puzzled me at the time that a child who was pleading to be read very advanced material from the Book of Knowledge could not discriminate between a pig and a cow, but I could offer no satisfactory explanation. Now we know he failed because he could not read the test questions. The Principal merely considered David a "slow" child and advised his being demoted to the second grade.

Most of the children in his class were competent readers. David, on the other hand, had completed a second year in arithmetic and was considerably more advanced in social studies, project development and general information. In his shy, quiet way he must have felt an injustice in the situation and was undoubtedly hurt by it as indicated by later behavior difficulties. It is certain he withdrew into himself, and throughout the year failed to participate in class work. The following Autumn, when he returned to the Progressive School at the age of nine, tests showed his average grade to be lower than when he left.

His return was also characterized by definite signs of abnormal behavior. This erstwhile quiet, cooperative, genial boy became so obstreperous that the teachers knuckled down to the task of getting him adjusted and happy before stressing academic studies. After two months he began to work hard and and showed consistent improvement, but it was still evident that all was not right with him. My own occasional testing indicated that he was a slow, hesitant reader and I was vaguely troubled by what seemed extreme carelessness, particularly in the misuse and twisting of common words, such as "saw" for "was," "very" for "every," "for" instead of "from." I commented upon this, but the teacher did not consider him careless.

Fearing some physical defect, we consulted an eye, then an ear

* "Reading, Writing and Speech Difficulties in Children" by Samuel T. Orton, published by W. W. Norton & Co., Inc., New York. An excellent article also appeared in the Oct., 1937 issue of the Atlantic Monthly, entitled: "It's Hard to Read" by Marjorie Barstow Greenbie.

specialist. The ophthalmologist pronounced his vision excellent without correction; his audiometer test was normal and revealed good hearing in the complete tonal range.

▼

In the meanwhile, there appeared in the *Reader's Digest* of November, 1936, an article on the reading disabilities of a group of children who, unable to learn by the "flash" method had greatly benefited by a "hand-tracing-of-the-word" method. I was impressed and wondered if it could be applicable to my own child, but his teacher dismissed it as irrelevant, believing with the entire staff of the school that the inferiority complex developed by the public school experience was enough to explain whatever difficulties David was still having. I did not wholly agree with this. I recalled the countless mornings I had discovered him, propped up in bed with his books, eager with questions as I entered. How satisfying, had he been able to answer them all by himself through the simple expedient of reading! How irksome to have some of them always postponed to that less busy time that seldom materialized for me! It seemed to me there was something pertinent in all of this, for in spite of the grade teacher's final report, indicating an advance to a 4.5 grade level, it was obvious that David still had a limited reading ability. Perplexed by this, it occurred to me to test him in composition. He wrote a few paragraphs, choosing for his subject: "Mother's Garden," but alas! my lovely garden became a travesty of queer, fantastic and unknown species. The writing was cramped — almost illegible — with many erasures and rewritings, but it was the spelling which amazed me! Not only did "columbine" become "culldine" and "begonia" "daquoonea" but such simple words as "many," "very," "this" and "that" were misspelled, words which I know he had experienced dozens of times. Furthermore, I found that considerable practice in the words wrongly spelled rarely brought forth any improvement. After ten days of such testing, I was so sure that the results were abnormal that I sought for some explanation and help. It is significant how little the colleges, universities and boards of education which I contacted seemed to know of the subject. By merest chance, I learned that tests for reading disabilities were being given by Mr. Page Sharp, a former associate of Dr. Orton. To him I took David.

▼

His I. Q., according to the Binet test, was found to be 146, a pertinent revelation of the possibility of error in judging the mentality of these children. Many other specialized tests gave ample proof that my son was a strephosymbolic; fortunately in time to prevent further warping of his personality and to make possible immediate retaining, since Mr. Sharp was conducting a summer camp for this purpose at Rangeley, Maine.

There, in that lovely mountain-lake retreat, I experienced for the first time in my life the sweet certainty that a miracle was being performed. I had felt helpless for so long, with the undertone in my son's life of something impairing and abnormal that was slowly changing him into a less loveable and less competent little boy. He had had the good fortune to alight in a very happy home, and yet by some queer twist that kept eluding us, we knew that he often was not happy. Only the parent who has experienced this vague, s u b t l e, increasingly dominant specter can understand what enlightenment meant, together with the certainty that there was a slow, expensive but ultimately successful cure.

▼

But what is a strephosymbolic? Briefly, the strephosymbolic, or twister of symbols, exists because neither his right nor his left potential speech center in the brain has gained dominance over the other in control of the memory and the use of words which make a language. His vision of a word, the auditory conception of it; his sensation of it in speech and touch of it when he writes it,—all require centralization in a unilateral speech or language organ of the brain. Instead of "unilateral cerebral dominance" resulting in fluent memory and spontaneous use of words, we have bilateral confusion in some or all phases of their use.

▼

And how can a strephosymbolic be released from his confusion and gain unilateral cerebral dominance? "The basic idea is to supplement the inadequate visual conceptions with carefully implanted auditory stimuli; in other words, to go back to the good old methods of phonetic teaching. The rapidity with which children learn phonetics depends on many factors, the principal one being a recognition of the specific weakness of the individual pupil. In this complicated language function, whereas the achievement level of various individuals may appear to be the same, it is found on careful analysis that the difficulties encountered between individuals are quite different. For example, the weakness of one might lie entirely in the visual realm, whereas another might have such poor auditory discrimination that it is only possible after a long series of drills to teach him the difference between closely related sounds such as "m" and "n" and short "a" and short "e." Occasionally we find a pupil whose weakness is apparently at the kinesthetic point. The idea behind all of this is merely that these particular children require fifty stimuli to the average child's one. The stimuli should be directed at the point of greatest weakness."*

* *From a speech by Page Sharp.*

In this article we are primarily concerned with an individual experience. By focusing attention on one child I hope I have said enough to help either the parent or teacher to sift through the various conditions which may obscure the real difficulty so that this particular disability stands revealed. When a reasonable doubt arises about a child whose reading is not up to grade or when there is continual difficulty with spelling or writing — provided such factors as emotional disturbances, lack of visual fusion, desultory schooling and many other better understood conditions have been considered and eliminated — then it would seem advisable to take advantage of the special tests which can be given to determine whether or not this condition is strephosymbolia.

It seems fitting to point out that there are an excellent summer camp, a few very fine schools and a few especially trained teachers equipped to retrain these particular children, although it would be most misleading to assume that there is an adequate number, or that the majority of parents could meet the financial cost involved. It is for this reason that one is led to hope that the educators who are as responsible for these children as for the mentally defective or any other group which needs special adjustment may not long delay in making available the remedial help that is required. It is a challenge to the leaders of education and no dispute or differences in theory should prevent the acceptance of a solution which—it has been proven without question—works!

Books I Think You'd Like

Mary Allison Belding

"PLEASE, just one more chapter!" we used to tease our mothers at bedtime. And then we'd begin still another. And over the season's books I keep saying to myself, "I ought to stop here." And then I can't.

Take for example such a book as All This and Heaven Too, by Rachel Field. Its heroine is the author's own great-aunt, whose tombstone was her favorite in the family burying ground. On it in childhood, she cracked her butternuts and laid her four-leaf clovers. The story is based on dramatic historical documents and warm family traditions regarding Henriette Desportes. Through the warp of these stranger-than-fiction facts, Miss Field has woven a colorfully varied woof of imaginary story. So much of drabness, excitement, horror, uncertainty and satisfying security packed into one woman's life makes an absorbing recital. An obscure but loved governess in an ill-fated, aristocratic, French household, Henriette becomes the central figure in a murder mystery whose unbelievable details were displayed in the newspapers of Europe and America. The author had at hand these yellowed journals as well as accounts by Victor Hugo of the trial of this governess-suspect. Out of such crushing scandal, misery and loneliness, how could a deep-feeling young woman achieve a place of respect and happiness? But I won't spoil the book. One of the surprises of the volume is that the jacket design is an adaptation from a sketch by its real flesh-and-blood, nineteenth century heroine.

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How did it get its queer name, this Spella Ho, by H. E. Bates? We soon enough discover it to be the name of a palatial English country house from whose yard Bruno Shadbolt is stealing lumps of coal to warm the miserable one-room shack where his mother sits ill and dying. Bruno's mother dies that bitter night, but not before she has forced him to carry back the coal. For she won't have her son stealing. On his resentful return to Spella Ho with the coal, Bruno enters the vast, vacant mansion, traverses its splendor and views himself in a full length mirror, the first time he has beheld his own ugly reflection. This is his first conscious contact with luxury. A few days later he makes his first business deal, selling a "hunnert" of stolen coal for a shilling. Now he experiences his first enjoyable meeting with a woman. Up to that time thought has played little part in his existence. Now he tries to sort the scattered dominoes of recent happenings. Spella Ho, his first earnings, the act of washing, new clothes, boiled beef, a bedroom, he realized these were somehow bound up together, responsible for each other. He saw dimly that "money and women were the key to a new kind of life, that they were complementary parts of a new power." Reared to believe that there could be no money without work, he well know there could be work without money. But now with clearing views of Spella Ho, he senses there can be riches with idleness. The great house fascinates him, a miracle, wrought without sweat, a symbol, an unattainable ideal. From envy he turns to an effort to solve the many-factored problem for himself. The book is one of living matter, and the whole suggests a positive knowledge of the

wretchedly poor. The dialogue has a moving naturalness. For instance, the first spoken words in the book: that insistent demand of the mother: "Where'd you get that coal? . . . Bruno, where'd you get it? . . . You nicked it. You bin nicking it . . . You been nickin it from Spella sartnoon . . . You been nickin it and now you're telling lies, top on it. Now take it back. Them on the fire too! Take 'em off. Take 'em off afore they git alight."

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Of THE YEARLING, by Marjorie Kinnon Rawlings, a clergyman, a choosy school teacher and a fifteen-year-old boy scout all said, "Swell!" The human relationships, the intimate struggle for food, the canny knowledge of animals and hunting and the humor pictured, are all implicit of the natural man. Rough and ready are these folk, living in the swamp and scrub lands of Florida. On the laboriously cleared "island" of farmland; in the smoke house and the meager cabin; at the water hole whence is derived the family supply, we become acquainted with the Baxter family, likeable Penny, ten-year-old Jody and hard-shelled Ma. Across the fields and swamps we visit the nearest neighbors, the "no-count Forresters" whom Jody finds immensely friendly and entertaining. "My boys is rough," concedes their father. "They drink a heap and they fight and ary woman wants to git away from 'em has to run like a doe. But I'll say this for 'em—they ain't nary one of 'em has cussed his mammy or his pappy."

With Jody we are drawn to Fodderwing, the crippled, half-wit Forrester lad who has a way with birds and beasts. The comradeship between Penny and Jody is something to revel in. Animals and outdoor life furnish much of the struggle and satisfaction of the tale. The dogs. Jody's adoption of a pet fawn. The periodic hunt throughout the story for Old Slewfoot, the outlaw bear. And look for Penny's "honest" swap of a sorry hunting dog for a first rate gun. A good little yarn, all by itself. "My words was straight," admitted Penny, "but my intentions was as crooked as the Ocklawaha River."

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DR. BRADLEY REMEMBERS, by Francis Brett Young, veteran novelist, bears the mark of the author himself, having once been a medical man, and while it is another doctor book, this story concerns itself with the man rather than the profession. The outmoded aspect of the office with its chipped sink and worn couch for patients, and of the physician's clothes, draped shapelessly on his spare frame, "his stethoscope hanging about his neck like a Lord Mayor's chain" mark the old doctor as one who cares little about things. But take a look at his face, clean-shaven, craggy, nose on which his spectacles are "ledged" prominent; shrunken lips faintly smiling, eyes deep-set and clear-visioned. Character. A doctor of the old school. Glance at his hands. Lean, strong, sensitive and scrubbed to surgical cleanliness. Good, safe hands. Our acquaintance with Dr. Bradley begins during office hours in his surgery in the English Black Country. The room is packed like a sheep-shearing den and smells as bad. The sweaty, oily, sooty, sulphurous reek of colliers and factory hands; the fish-and-chips smell of housewives. The physician's practised eye singles out the cases that need him most. A sadly ill, poor and honest woman with her fee tied in the corner of her handkerchief, which money he refuses, while entering against her account in his day book, a firm "Paid." Old Lijah, who replies to the doctor's kindly advice to avail himself of the free treatment offered by the town, "Nay gaffer, I baint going to drink no physic out of the town bottle." In that first chapter the story is not beginning but ending. For this is seventy-five year old Dr. Bradley's last evening in practice. Tomorrow a young medico will take over his clients. From now on the busy old man will have leisure to relive his life, and we shall travel with him the ups and downs of the road. His first acts of healing as a bone setter, his medical school and early practise days, his marriage and his son. Among his associates is one who displays on his shelves a pretentious bottle from which he dispenses to hypochondriacs. The bottle is labeled G.O.K. (God Only Knows what's in it.)

Dr. Bradley's life history is one of service, gruffly veiled tenderness, and pathos. Its keynote is manly fortitude.

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Of all the women in the world that Charles Lindbergh should have picked one possessed of a pioneering spirit; a technical aptitude for learning to operate radio and plane; and to cap it all, an artistry with words that makes her not only historian but poet of this Columbus era of air discovery! With ocean flights attaining taken-for-grantedness and assurance, we may well be grateful for such informative and emotional description as is furnished by Anne Morrow Lindbergh's LISTEN! THE WIND. It is an account of an air-mapping flight from Africa to South America in 1933. We share the delays, the false starts caused by too much wind rousing the sea to giant breakers; or too little, resulting in "glass water," from which the plane is unable to lift its weight of fuel. But the intimate touches furnish the delight of the thing. (And what perfection of reserve Mrs. Lindbergh exercises in such revelations!) Once sitting in her rear cockpit, tense and almost sick with excitement and suspense, feeling the balk and flounder of the plane and watching her husband's vain efforts to manipulate the start, Anne keeps asking herself why they can't get off. "If only he would tell me something, anything. But I wouldn't ask. We

were in the middle of it. Never ask anything in the middle of it. But if only he would look around—; I could tell perhaps, by the side of his face."

When hosts arise at 4 a.m. to bid them goodbye, Anne meditates, "One can never pay in gratitude; one can only pay "in kind" somewhere else in life." And again, returning to land after repeated failures to get off, when both were "overwhelmingly weary and depressed," Charles changes their mood by remarking with a smile, "We've still got a few tricks we can pull."

Mrs. Lindbergh gives us the feel of the elements: "We stretched out in our sleeping bag; the ribbed fuselage, a curved roof over us; the baggage compartment, a little window to the sky. The plane rocked quietly and small waves slapped gently against the pontoons. We were suspended, I felt, swinging gently in a hammock in the wind. For, lying there in the dark we were acutely conscious of the wind; a many-stranded stream of sound, a river that had its deep current and its small eddies. Sometimes I was conscious only of the near sounds, the small surface eddies, the tapping, the whistlings around the plane. And sometimes I heard nothing but that distant roaring, leagues up, in the sky."

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And Tell of Time, Laura Krey's long novel of the post-war South, with Texas as its principal setting, reminds me of a true story related to me by a New York Stater, who moved to Virginia in 1910 to undertake a venture in scientific farming. First off, the Southerners, both white and black, were somewhat cool and not too helpful, but given time, the man's friendliness, courtesy and sincerity won them over. Among his best friends he numbered a Colonel of the Confederate Army. In course of time the Northerner's father paid him a visit. He was told that the delightful Colonel was going to call upon him and was warned by his son, "Whatever you do, don't bring up the war." After launching the two elderly men upon safe and peaceful topics, the son absented himself to the duties of the plantation. Not ten minutes later, on skirting the porch where the two sat, he heard an ominous thumping of canes. Hurrying thither, he came upon these courteous, peace-loving gentlemen in fevered conflict. . . . This book, And Tell of Time, strikes me as unnecessarily stirring up rancour and animosity that has gradually and gratefully been fading out. But it happens to be one of the best sellers of the moment. What are your reactions to it?

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Angela Thirkell's novels of the English aristocracy are light as a whisked egg and delectable as a meringue. Some severely sensible people with well-ordered ways are only annoyed by the vagaries and whirligig behavior of her characters, but there are a host who find them blithely amusing and brisk. Pomfret Towers is her latest gay gift to us. It contains a crotchety old earl who hugs an aversion to "central heating," yet dens himself up in the only warm room in his Gothic castle and growls about his rheumatism. Meanwhile his wife chooses to spend her winters in Italy. At the outset of the story the Earl and Lady Pomfret are opening the Towers—in which it is estimated a footman can walk ten miles a day — unsheeting the furniture and assembling the hip baths for a house party of thirty. Alice Barton is invited. A shy, delicate girl, she is afraid of nearly everything, including people, dogs and herself. Like impending doomsday is her prospect of a holiday in a strange house, among strange guests and terrifying servants. She meets an actress, a happy author and her unhappy publisher, an artist who goes around looking like a haystack (Lord P. objects to artists who can't paint) and the heir to the Towers who is almost as shy as Alice. An example of the book's lunacy: Absent-minded Mr. Barton hails back a departing friend: "I only wanted to say I thought I'd remembered what I wanted to say but it's gone again. You'd better hurry or you will be late." Pomfret Towers is a book in the Jane Austin tradition. But what? A house party without anyone getting drunk or making illicit love!

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It isn't quite fair of John Masefield to write a story that keeps you up all night unless you have strength of mind enough to stop right in the middle of an unpredictable predicament. Dead Ned (this title of the story bears a double meaning) may have been dead, but he comes alive again, and tells his own eighteenth century life history with a recollective talent that reminds of nineteenth century writers of adventure tales, only Ned does not linger so long on the way of getting somewhere. From his happy English childhood with his tallish merry father and shortish merry mother, and an apprenticeship in medicine, he falls into amazing

THE BOOKS

mentioned in this article are here listed with their prices:

ALL THIS AND HEAVEN TOO The Macmillan Company	$2.50
SPELLA HO Little Brown and Co.	$2.50
THE YEARLING Charles Scribners Sons	$2.50
DR. BRADLEY REMEMBERS Reynal and Hitchcock	$2.75
LISTEN! THE WIND Harcourt, Brace and Co.	$2.50
AND TELL OF TIME Houghton Mifflin Co.	$2.75
POMPHRET TOWERS Alfred A. Knopf	$2.50
DEAD NED The Macmillan Company	$2.50
TIDES OF MONT ST. MICHEL Random House	
PHILOSOPHER'S HOLIDAY The Viking Press	$2.75
BORDER PATROL Houghton Mifflin Co.	$2.75
BENJAMIN FRANKLIN The Viking Press	$3.75
TESTAMENT Farrar and Rinehart	$3.00
LAFAYETTE Farrar and Rinehart	$3.50

Any of these books may be ordered from The Journal of Education, Six Park Street, Boston.

good and ill luck that make a proper adventure story indeed. Boys as well as grown up boys will be entertained by it.

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An imaginary plot enacted in one of the most enchanting spots on the earth's surface is TIDES OF MONT ST. MICHEL. Written by a Frenchman, Roger Vercel, who knows the Mont intimately, it is not a discourse on the history or architecture of this romantic, pinnacled pile, nor a story about tourists, but a modern tale of the every-day inside of Mont life. Andre and his wife have seen better days before coming down to living and making a living here, and lodging in the bleak rampart barracks formerly occupied by prison warders. Quarrels enough have already arisen between the two in their year of marriage, and the discomforts, loneliness and winter cold of the Mont do not help matters. Better than the slight plot is the acquaintance with the various characters who dwell among these staircases and towers. The guardian, who was born here fifty years ago, and knows the abbey, crypts, passages and dungeons inside out, and yet who gets lost. The head guardian, who thrills to his continued explorations of the treasures of his charge, who, though lame from a fall down the grand staircase, declares: "287 steps between my quarters and the town and I go up and down them twice a day." To which another guard slyly adds, "287 steps between the cup and the lip."

The women cockle-gatherers, the fisherman and fowler, who initiates Andre into the habits of the migratory fish and birds that return to these sands and swamps. The Benedictine monk and the gardener who trains rose-shoots and ivies along the solid walls. We view the reverse of the picture that the casual visitor sees. The dangers from the rapidly rising tides and quicksands and the gales that rock and roar and threaten the 1600 weight St. Michael on his 500-foot perch on the highest pinnacle.

But visitor and dweller alike are stirred to the depths by this heavenly vision, its ethereal buoyancy, its dauntless aspiration, its living presence.

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If a postman's vacation is a period of hiking, a philosopher's holiday might well be devoted to philosophizing. And with even more reason. Well, the volume styled PHILOSOPHER'S HOLIDAY, which Irwin Edman has written, bears out the resemblance in some ways but not in others. The reader is by no means attending a class in philosophy. But he will meet a man of philosophic mind and social disposition who takes time off from his studies of renowned thinkers and their theories to exchange views with human beings of many types and viewpoints.

While not intended as a testament, an education or an autobiography, the book turns out to be a mixture of all three. A delightful collection of essays, following one another in casual sequence, PHILOSOPHER'S HOLIDAY acquaints us with many worthwhile thoughts expressed by interesting people. Dr. Edman writes clearly and with a light touch. There is much urbanity and humor. Above all there is a respect for the human spirit in its endeavors to find the secrets of true living. The author brings you interesting characters in odd settings—a village physician in France whose name is M. Platon and whose bent is toward that of his ancient namesake, Plato; a sailor who chooses that calling and later that of a milkman, so that he may have time to think; in short — people taken at their mental and spiritual values, regardless of artificial rank or rating. The book is one for those who like to reflect upon life and its problems, and can enjoy the reflections of others as gathered and pleasantly presented by an itinerant humanist.

Time fails us to tell of all the books worthy of extended treatment. Quite different from her descriptions of her Arizona ranch is Mary Kidder Rak's BORDER PATROL, which is composed of exciting, informative tales of the United States patrolmen who guard the Mexican boundary to prevent smuggling of aliens and narcotics across that wild and mountainous terrain.

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TESTAMENT, by R. C. Hutchinson, is a brilliant and understanding novel of Russia during those convulsive years, 1915 to 1918. The large mind of this English author allows him to pass freely and sympathetically over European borderlands, and reveal various peoples as alive, individual and important. He transcribes the quality of sullenly earnest Russian patriotism with great power.

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The biography of the year is Carl Van Doren's BENJAMIN FRANKLIN. This is the product of twenty years of study and thinking, and presents Franklin in all his grand dimensions. Writes Van Doren, "He seems to be more than a single man: a harmonious human multitude."

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An adopted son who is likewise a great favorite of Americans is that revolutionary hero, Lafayette. He has been transferred from a sort of mythologic obscurity into a real flesh-and-blood being by W. E. Woodward in his book, LAFAYETTE. The author chooses only characters he likes to live with as subjects for his biographic writings. He likes Lafayette because he had admirable qualities combined with no meanness whatever. Lafayette's part in the American Revolution and in the French Revolution; his exile in Austria and release by Napoleon; his welcome to the United States in 1824, are all described with vivid pen. But the spirit of the man is the paramount impression — the bravery, the charm, the love of right.

Do You Know Henry Barnard?

RALPH C. JENKINS
President, State Teachers College
Danbury, Connecticut

IF you were to go to Hartford, Connecticut, tomorrow morning, and visit the beautiful Avery Memorial Art Museum, you could read there an original letter written by Dr. Albert E. Winship, and containing this sentence: "I am proud to know the man who has influenced the educational life of this country more than any other man in America." This letter was written in Boston on January 23, 1900, so as to arrive on the eighty-ninth birthday of Henry Barnard, a gentleman who had worked with every man whose name is now associated with education in the nineteenth century.

Henry Barnard—do you know him? "No, I don't," says the average teacher. "All I know is the Henry Barnard School. I am better acquainted with Horace Mann." Yet Dr. Frank P. Graves, Commissioner of Education of New York State, once wrote, "Barnard's career is more productive of educational results than even that of the great Horace Mann." Dr. E. P. Cubberley, of Stanford, says, "Barnard's influence on American education is immeasurable." Dr. W. C. Bagley calls him "a real hero of civilization."

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Henry Barnard was the first Commissioner of Education in Connecticut, the first Commissioner of Education in Rhode Island, and the first United States Commissioner. He organized the first teacher-training class in the United States and the first demonstration school to travel the country on wheels. He was the first principal of the New Britain Normal School, and was known as the godfather of the kindergarten in America. A single achievement of his which is unique and cannot be attributed to anyone else is his editing of that tremendous school magazine, *The American Journal of Education*. There are now thirty-two bound books of fine print, each volume about three inches thick and containing, it is said, a total of twelve million words. Barnard was born a wealthy man. In the cause of public education and in publishing the journal he spent his entire fortune. There was danger that this work would never be finished and that the plates of the journal would be sold for mere metal. Barnard's work was well known in England, and Professor Quick wrote from the University of Cambridge, "I would as soon hear that there was talk of pulling down one of our cathedrals and selling the stones for building materials."

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Last year was celebrated throughout the country as the Horace Mann Centennial. This year is the Henry Barnard Year. One hundred years ago last June, Barnard began his official career. Just as Horace Mann deserves to be called the Father of Free Public Schools in America, so does Henry Barnard deserve to be called the Father of Teacher Education. Dr. George W. Frazier, president of the American Association of Teachers Colleges in 1930, wrote, "I like to honor Henry Barnard as the founder of teacher training." Other eminent authorities have said that it was Barnard who started the movement for normal school education in this country, that even the Massachusetts normal schools owe their existence to the initial efforts of Henry Barnard.

Henry Barnard nearly a century ago faced the same problems that we in the teachers colleges are facing today. They were a part of his day's work.

First he had to choose between attaching his teacher training institution to one of the existing colleges or establishing a separate institution. He established a separate institution. He said: "In no state in Europe has the experiment of making seminaries for primary school teachers an appendage to a university or gymnasium or any other school of an academic character proven successful."

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Next, he had to set up standards for admission. He set up these standards: Good health, a rigorous and buoyant constitution and a fund of lively, lovely, cheerful spirits; good manners; a love of and sympathy with children; a competent share of talent and information.

Then, he had to set up standards of discipline. He established self-government from the start. In the first annual circular of the State Normal School at New Britain in 1850, he wrote: "The age of the pupils, the objects which bring them to a normal school and the spirit of the institution itself will, it is believed, dispense with the necessity of a code of rules."

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Finally, he had to secure pupils for the student teachers to practice upon, for he knew that a normal school without a model school is like a shoemaker's shop without leather. When he was setting forth the things that the trustees would require of a town in order that that town might have the projected normal school, he wrote: "The trustees will require at least one school to be placed at their disposal for a model school, the teachers to be appointed by the trustees, but paid by the district." This same principle in its essentials is a necessity today; complete educational control of the practice schools by the col-

lege, the burden of financial support borne by the town.

Dr. Barnard was a progressive all his life. He advocated nearly 100 years ago: Promotion of principals from smaller institutions to larger ones, that opportunity be given to the principal to travel, that the principal be a good musician and gifted speaker. The use of the words professor and assistant professor as applied to the members of the faculty in the normal school. The use of several reference books rather than a single text-book. Correlation of subject-matter. Practical arithmetic beginning with mental arithmetic involving small numbers. Excursions of whole school or a portion of the scholars to objects of interest in the neighborhood. That the members of the faculty visit the schools in the area served by the normal school and that they participate as speakers and conference leaders in local, regional and state meetings. That every pupil in the normal school be able to play some musical instrument. A placement bureau as a definite part of the normal school work. Alumni reunions of all graduates at least once a year. That normal schools be free of tuition charges.

On Barnard's 87th birthday there was a great celebration going on in Hartford. The hall of the house of representatives was so crowded that it was necessary to bring in chairs from the senate chamber. The celebration lasted morning, afternoon and evening. This was before speeches could be made in absentia by electrical transcription, yet speeches were made by high officials in the National, State and Canadian Governments and by a representative of the Catholic University. Accounts of the celebration appeared in all of the leading newspapers of the country. Telegrams were read from hundreds of leaders, and thousands of letters from school children were received.

Among the other gifts presented to Dr. Barnard on this noteworthy occasion was a gold-headed cane which I now have the honor to possess. It was given me last spring by Miss Emily Barnard, sole surviving daughter of the great Henry Barnard, who herself passed away last month.

Henry Barnard lived on into his 90th year. His most famous saying is this: "For me I mean to enjoy the satisfaction of the labor, let who will enter the harvest." Let us in the normal schools and teachers colleges of the nation as we now harvest the fruits of his pioneer efforts, observe in some fitting manner the 100th anniversary of the man who performed the labor.

Barnard and His Board

E. W. Butterfield

IN 1838, many in Connecticut were convinced that public education should attempt to wipe out common ignorance and illiteracy. Among the leaders were Noah Webster, at that time an old man, but America's outstanding educational leader; Gallaudet, the philosopher who invented education for the deaf; Samuel Church, of Litchfield, justice of the Superior Court; Judge Andred T. Judson, of Canterbury; President Fiske, of Wesleyan; William W. Ellsworth, of Hartford, representative in Congress; and Henry Barnard, a young aristocrat and lawyer in Hartford.

Ellsworth resigned his position in Washington to become Governor. He recommended to the Legislature a State Board of Education and a Secretary, and his efforts were ably seconded by Church, Barnard, Fiske, and others. The result was that with great enthusiasm and almost unanimously, the General Assembly created the State Board of Education, and this Board began its work one hundred years ago, on June 16, 1838.

Connecticut, small, wealthy, with a homogeneous population, under superb leadership, had the opportunity to become the first educational state in America. Governor Ellsworth was a member of this first Board of Education and its leader. He appointed eight members, and one of these, Henry Barnard, became its Secretary.

The Board began promptly and organized effectively. Laws were enacted, public meetings were held, studies were completed, and recommendations made and a state system of education was then in operation.

It became evident that the right to maintain at choice poor schools was imperiled and many of stable habits were disturbed. The result was that in its third and fourth years, the Board and Secretary were under bitter attacks, and one C. F. Cleveland, of Hampton, was elected Governor on his promise that he would put education into its place. For unrestricted oratory, for illogical arguments, and for personal vilification, few sessions of the General Assembly have equaled that of 1842. It was charged that Barnard was spending money for education that should have been used for better purposes. It was alleged that he believed that teachers should study and be trained for their profession, that special study would encourage teachers of the state and would result in a request for larger salaries. It was declared that he was not satisfied with the buildings that had served long and well enough and that he wished to introduce into the schools new and unworthy subjects. Among these were music,

agriculture, and geography.

It was stated that he had failed to cooperate with the leader of his party in matters of policy.

In this period, Barnard did not stand alone. The State Board was composed of strong men, independent, fearless, and publicly, at hearings and on the floor of the House, they defended their educational plans. The defense was logical and courageous, and the attack turned from Secretary Barnard to the Board itself. At the end of the controversy, both Barnard and the Board were legislated out of office.

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Barnard was a scholar and a gentleman. He printed the Report and recommendations of the Governor's committee, as he said, "With all errors of grammar and logic," and for an answer, he referred only to the printed reports of the State Board.

Governor Cleveland was rewarded by a congressional appointment. He believed that he would be remembered as the Governor who defeated Barnard and the State Board of Education, but he is most clearly remembered as the Governor who, by his defeat of public education, gave to Massachusetts the educational leadership of the country, a position which Massachusetts has held constantly until the present decade.

In seven years, Barnard was called back to re-establish the work that he had started, but it was twenty-one years before there was again a State Board of Education.

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It is fitting that as we memorialize the appointment of Henry Barnard, the first Secretary, we honor the able and far-sighted men who served on Connecticut's first State Board of Education.

William W. Ellsworth, Hartford, 1838-1842; Henry Barnard, 2nd, Hartford, 1838-1842; William P. Burrall, Canaan, 1838-1839; Wilbur Fiske, Middletown, 1838-1839; John Hall, Ellington, 1838-1839; Leland Howard, Meriden, 1838-1839; Andrew T. Judson, Canterbury, 1838-1842; Hawley Olmsted, Wilton, 1838-1839; Charles W. Rockwell, Norwich, 1838-1839; Samuel Church, Salisbury, 1838-1842; Samuel D. Hubbard, Middletown, 1839-1842; Denison Olmsted, New Haven, 1838-1841; Francis A. Perkins, Norwich, 1841-1842; Thomas S. Perkins, New London, 1839-1840; Charles Robinson, New Haven, 1841-1842; David H. Short, Danbury, 1839-1841; Lorin P. Waldo, Tolland, 1839-1842.

Many years later Henry Barnard rendered a striking tribute to one of his associates, Denison Olmsted, Professor of Mathematics in Yale College .

"Professor Olmsted deserves honorable mention in the history of popular education in the United States, for his early and continued advocacy and labors in behalf of improvement in elementary schools . . . To meet a great evil by a special remedy, and at the same time advance the condition of popular education generally, he projected a plan for 'An Academy for Schoolmasters.' . . . He has been one of the few teachers in our higher seminaries of learning, who have assisted, from the start, by their presence and co-operation the efforts of the friends of common schools and popular education."

Plenty of Rope

ARTHUR DEAN

A college professor should have absolute freedom of speech in his own class room on the subject in which he is expert, and for the teaching of which he receives a salary. I can understand how a professor of Marriage Relations might say anything which he thought was right in a class room devoted to this subject. In large measure, what he said before his students would always be in confidence. He is an expert on the subject, and he is talking to a group of people who have paid to get his experience. If his class remarks are quoted in the newspapers they are going to be misunderstood. The public is not in his classroom.

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But when a professor of Marriage Relations goes before the public and commences to talk about the "New Deal in Religion" he is outside his field of experience, and he can be looked upon in much the same light that we looked upon Henry Ford when he made his venture and adventure on a "peace ship." I'd walk miles and pay out dollars to hear Henry Ford on "Antiques" or "Money-making," but his opinion on education is worth just about as much as my design for a 1940 Ford car.

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Give a professor all the rope he wants in his classroom and give him a good long cord with which he can hang himself if necessary.

I believe the professor within his chosen field should be unfettered in his search for truth, and he should have complete freedom in telling that truth to his students. He may be wrong in his conclusions. He may be on the wrong road in his search. He even may mislead others, but if he is an honest scholar he ought to have all the rope he wants within his field. If he speaks outside of his field and outside of college walls, he speaks as a citizen, and he ought to be judged on that basis.

All this is much better explained, I think, in a recent book by Dr. A. Lawrence Lowell, president emeritus of Harvard. It is called "What a University President Has Learned." It makes excellent reading, and will please both sides somewhat.

Again, Those Left-handers

ROBERT CLARK
State Normal College
Dillon, Montana

Lockstep education tried to make everyone righthanded. Today we are awakening to the risks of that attempt.

MARY graduated from grade and high school without being greatly handicapped. Her older sister after high school graduation had secured a clerical position that paid "good wages." Mary, the younger of the two, eagerly wished to fill a similar position in the same business house. Joy! she was offered just what she had longed for. At the end of a month she was "fired"—her left-handedness interfered with her efficiency.

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John was a left-hander. He was left in other ways. Somewhat sensitive, he realized that his schoolmates thought he "did things funny"—at least different. He had trouble with his reading—also his writing; his tendency was to write mirror script and it was much easier for him to *read* backwards. Why didn't they print books the way he could more readily read them? Then, too, his teacher—a 3-year Normal graduate—didn't know very much, if anything, about right-brainedness—and supposed that *all* pupils should be taught to read by the sentence method—or paragraph or page method—and so John—who should have been taught in the old-fashioned alphabet way—continued to get low, very low grades in Reading (also in other to-be-learned-by-reading subjects).

▼

Anna was never changed to right-handedness. Her parents opposed it—her teachers allowed her "to be as nature intended her to be." In domestic science there were no left-handed scissors or shears—and every once in a while she realized her awkwardness in using some right-handed apparatus. When she went to college, her natural-handedness interfered with not only her comfort but that of the right-handed girl sitting next to her at the table in the dining hall. And those one-armed university chairs in the classrooms! Why didn't they put that big flat-arm for note books and papers on the left side for her benefit?

▼

But, Mary, though she lost one job, found another for which she was better fitted and in which left-handedness did not interfere.

▼

John *did* learn to read and to write—just like the other boys—though it was a slower process and needed patience not only on his part but that of his teachers. And since John played baseball, he was the pride of his school team—for at last they had a real "south paw"—and at bat he could hit them just as hard and far as any of the players and had a way of driving line drives, and many a home run, over into the left field.

▼

Anna didn't seem to mind her handicap very much—to be sure those one-armed chairs—were inconvenient for her—but in many of the rooms the arms extended clear across in front—and in one room some thoughtful buyer had supplied enough *left*-arm chairs for the few left-armed students—*and*—considerately—Anna generally managed to sit at the corner of her dining room tables. And Anna's piano teacher assured her that left-handedness seemed to have an advantage in piano.

▼

But why not change a natural-hander to the other-handedness? For two reasons. If by nature—quite likely heredity—a pupil is left-armed—and then is forced to become right-armed—naturally his right arm cannot be as effective as his left arm would have been had he continued the use of it as his major arm. Even ambidexterous pupils will naturally use one arm as a major and the other as the assistant. Really! aren't there just lots of things on which we use efficiently both hands and arms—for instance—in eating with knife and fork—in playing games—in driving a car—Oh! just lots o'things.

"When a natural-hander is changed to other-hander, speech defects are liable to occur." This has been controverted, we admit—but: in a study of speech defectives it was found that more than 40 per cent (in one study more than 60 per cent) had their natural handedness changed. Also Ballard's studies of English school children are impressive. To refer to his third study—of thousands of school children—25 per cent of those changed from left-handedness to right handedness became speech defectives—while not one of the hundreds of left-handers not so changed developed speech defects. And in a recent article in *Hygeia* the statement is made: *"". . . From 80 to 90 per cent of all stutterers have experienced this transfer—partial or complete—from left-handedness to right-handedness."

Is the changing of a natural handedness to other-handedness (except in a case of necessity) worth the risk?

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* *Speech Problems and Speech Care by Bryng Bryngelson*, HYGEIA, *Oct. '35, p. 889.*

No Formula for a Dean of Men

RAYMOND E. MANCHESTER
Dean of Men
Kent State University, Kent, Ohio

MOST of us like to put fences around certain groups of ideas, tack up labels and consider the matter closed as far as further discussion is concerned. Speakers and writers delight in definitions and final remarks. This, perhaps, explains why every one of a hundred persons, picked at random, can and will give a definition for Education without a moment's hesitation. Of course, the definitions are all different, but this does not seem to bother the definers overly much.

At every annual meeting of the National Association of Deans and Advisers for Men a favorite pastime is that of trying to answer such questions as—who is a dean of men—why is a dean of men—when is a dean of men—etc., etc., etc. The game has been going on for about twenty years, during which time the deans have grown gray in service. To date no one has found an answer to any one of the questions. It is about as hard to define the duties of a dean of men as it is to define Education and for the same reasons. Education touches every life activity, and so do the duties of a dean of men. Usually the person who is asked such a question answers, "I don't know why, or when, or how, but if you want to see one, look over there." He then points to any one of a hundred others, and sure enough, there you do see one.

▼

The dean of men is a most unusual person, because there is no formula for creating him. A person may take a half dozen degrees, yet be a flop as a dean, and on the other hand he may not have a high school diploma, yet be a past master of deaning. A few have been employed as deans of men, but most of the clan are teachers who get interested and do the dean tricks without extra pay. Why a man should give up his time and energy for the good of the cause and take much grief for his pains is an unsolved mystery to most people. It is equally mysterious to the dean himself.

There are deans of men who are so labeled and tagged, but there are hundreds of deans of men who do not know themselves by any such classification. They are men who know that boys have souls and individuality and the will to live fine, wholesome lives. They are men who know that a student can't be put into a filing case, or into a card index file, or on a curve, or into a statistical chart. They are the men who know that life is measured in terms of personality, character, and heart beats. There will always be deans of men, whether they are appointed or not, and there will be no addition to the number, regardless of the efforts of administrators to artificially create them.

Assuming that we need deans of students as well as academic deans, we are confronted with the question of identification and selection. Surely we cannot be dependent upon the desires of those who may be job hunting or the recommendations of those who wish to aid friends.

We know that all teachers are not suited by training, personality, experience or inclination for service of this sort. We also know that the feeling of need for personal advisers was first met by appointing those who seemed to have nothing else to do and that later it became quite the customary thing to give the job to someone already overworked. Now, there is a definite trend toward the appointment of those especially qualified.

It is not necessary to comment to any length on this point. We all know that some persons seem to have a gift for getting along with people, helping them in the management of their affairs and inspiring them to live worthwhile lives. With some moral support and a few suggestions, such persons are capable of filling the advisory positions in a most satisfactory way. These individuals can aid young people who must meet the new forces in modern civilization and help them solve new problems that require particular study and careful handling.

Most adults are not fully conscious of the effect of the new driving forces in modern civilization upon young men and women. Middle aged adults are watching with interest the rapid changes in the ways of living, but young men and women must actually live in these new ways. Take air travel, for example. To those of middle age flying is a stunt, but young people will live through a period when air travel is an accepted type of transportation. Consider the radio, the new electrical equipment for houses, the automobile, the use for steel, rubber and the new metals. Perhaps the most old-fashioned thing in the modern world is the thing that was new-fashioned only a few years ago. Educational programs must not only provide knowledge about these new things, but provide the necessary appreciations and interpretations as well.

There is no established rule for picking a Dean, but, perhaps, the following list includes most items for consideration.

1. One should be physically fit.
2. One should be mentally alert.

3. One should have a background of cultural training and experience.
4. One should be enthusiastic not only for the type of service, but for life itself.
5. One should be sympathetic.
6. One should be technically trained for the position.
7. One should have the gift of patience.
8. One should believe in high ethical standards.
9. One should believe in and demonstrate by example the highest moral conduct.
10. One should appreciate the importance of spiritual inspiration.
11. One should be tolerant of various faiths, creeds, opinions and impressions.
12. One should be tactful.
13. One should be honest, not only with regard to material things, but with regard to ideas as well.
14. One should appreciate the position and point of view of the parent.
15. One should be democratic in point of view.
16. One should be at once just, careful, and firm in making decisions.

▼

The first reaction after reading such a list of traits, abilities and skills is that of doubt that any person can be found to fill such a position, to say nothing of the possibility of finding such a one in any given institution. Let us grant that the perfect dean is as hard to find as the perfect teacher and still maintain the list of virtues as something to approximate. We may certainly assume that the office is so important as to call for only the very best person available, and we may expect those charged with the task of selecting candidates to have a growing regard for the importance of the position.

One may ask, "*What are the duties of the Dean of Men?* The question is one that even the Deans have some difficulty in answering because of many factors to be considered. For example, the problems arising at the State University differ much from the problems arising at the small colleges, and the problems may differ in two like institutions situated in unlike communities.

We may be sure that all those in service will agree that the main duty of the dean is *not* that of acting as the campus policeman, and we may also be sure that all will agree that the Dean's Office should be concerned with:

1. Helpful supervision.
2. Intelligent guidance.
3. The development of enthusiasm for life activities.
4. Inspirational encouragement of creative endeavor.

With such general program it is evident that the office becomes a center from which many types of service may be extended to the student body. In a recent survey some sixty activity types were listed, indicating the many contacts with the institutional life of the college. Such a list also indicates that no fixed program can be standardized for all personal deans to follow.

Thrift Lessons from a Dull Book

WARNER M. ALLEN, *Executive Secretary*
Massachusetts Co-operative Bank League
Boston

A type of institution that teaches better handling of incomes renders truly educational service.

ONE trouble with Boston banks and bankers is that they have to do most of their reporting in figures.

Fiction writers would be green with envy if they could translate the dramatic stories hidden in the cryptic number-language of the bankers and published in many volumes every year under the title, "Annual Report of the Commissioner of Banks." In Volume III of this report for Massachusetts, educators would find material for the world's best textbook on thrift, money-management, personal banking, investment and home finance—a text book from which teachers, themselves might take new knowledge and delight.

This Volume III., is the one that deals with all the bankerish facts, dealings, services and achievements of the Co-operative Banks of Massachusetts. And while there are great human stories behind every bank statement, here the greatest human-interest plots are hidden; for Co-operative Banking in Massachusetts is not the mere business of put-and-take. It is a state-wide system of orderly saving, money-management and self-financing which involves planning ahead for whatever possession or enjoyment a person most desires. Here are the makings of drama.

For sixty-odd years since Co-operative Banks were first authorized in Massachusetts, they have consistently paid dividends at rates higher than normal government bond and bank interest, but the biggest dividend they have ever paid has been to put into the daily life of countless people the habit of saving systematically. Saving thus automatically leads the way to living at a profit, the first step toward getting ahead to success in any business enterprise, career or aspiration.

Not long ago the Massachusetts

Co-operative Bank League, celebrated its half-century anniversary. At that time it was reported in the newspapers that the Co-operative Banks of the Bay State have helped their systematic savers to accumulate *more than three thousand million dollars.* From these funds the banks have granted monthly-payment mortgage loans to enable other shareholders to finance on a pay-like-rent basis *more than one thousand million dollars worth of Massachusetts homes.* And from earnings (principally interest payments on those mortgage loans) our Co-operative Banks have paid back to all shareholders, share and share alike, *over four hundred and twenty million dollars in dividends!*

▼

Those are tremendous figures for one little group of banks in one little New England state.

Only a year or so ago the magazine *Massachusetts Home Owner* awarded monthly prizes in a fascinating "Big Moments" contest. To it came a flood of letters from people who were able indeed to translate the Bank Commissioner's cryptic tabulations. All of those letters were thrillingly understandable answers to the question: "What 'Big Moment' in Your Life was Made Possible by Somebody's Co-operative Bank Savings?"

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Here were stories poignantly happy or sad, of little funds that led to Big Moments in all walks and professions of life, from doctors and lawyers and teachers and garage mechanics, from fathers and widows and orphans, from college graduates and girls whose systematic savings in business made them real life-partners doubly happy to be brides in new homes of their own.

Those are the little dramas of family love and devotion; of personal travel, education and enjoyments; of home-making happiness and children—true life stories of careers begun and goals attained which have been multiplied in Massachusetts by three generations, by more than sixty years and by millions! Those are part of the unseen and unrecorded profits of Co-operative Banking.

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From the very beginning in 1877, there has been no record of a single penny lost from the invested funds of any shareholder in any Co-operative Bank in this Commonwealth. This is a record unequalled by any other statewide classification of banks of any sort in any other state in the Union!

It's Time to Shift Gears

C. E. HAIGIE
Superintendent of Schools
Biwabik, Minnesota

Indictments like the following may be thought-provoking or merely provoking. Which way do they act on you?

WE are living at a time when our problems are never the same from day to day. An event on the opposite side of the world may be the excuse for plunging us into another world war on twenty-four hours notice. New inventions may throw a half million men out of employment in the course of any month. Blind prejudice, stimulated by propaganda, upset the entire silk business in this country recently in less than two weeks. Forms of government in European countries have been undergoing changes overnight, and powerful forces are at work in our own country which may nullify democracy within any six months. A single act of Congress might shift millions of people from public dole to private charity in two weeks' time. In fact, a simple order from the President could accomplish the same calamity without congressional action. The purchasing power of our people, today, is affected by drought and floods and frost, by foreign markets, by Wall Street gambling, by unsound tax laws, by government interference in business, by labor strikes, and by whether or not business can continue operation at a profit.

▼

Our present educational system was devised to serve our needs at a time when all our political, economic and social institutions remained almost unchanged over long periods—when there were few revolutionary inventions, when we were little interested in international affairs, when even interstate trade was almost non-existent and almost all manufacturing was done in the home, when vast undeveloped frontiers made forced unemployment an unknown thing, and when wholesale relief of any kind was not only unnecessary but unthinkable. It was devised and developed at a time when we had no radios, no telephones, no telegraphs, no airplanes, no automobiles, no railways, no great factories of any kind, when letters were carried in saddle bags, and when most of our population lived on isolated farms.

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In spite of all the tremendous changes that have taken place in the world in which we live the schools have, for the most part, refused to recognize that they have an increasing obligation to prepare the oncoming generation to become the masters, rather than the slaves, of a rapidly changing world. Among other things, the

radio offers marvelous opportunity for making education more significant, for expanding its outlook, for introducing our children to the use of new facilities at their command, and to place in every classroom at will the most inspirational talent that the entire nation affords. Incidentally it offers an opportunity to bring the home in closer touch with what the schools are doing, as well as with what they *should be doing*.

▼

Many educational changes have been sorely needed for a long time. Most of our political, social and economic ills can be traced to the fact that during the past fifty years when the world has changed faster than ever before in history, the schools have done almost nothing toward stimulating students to apply reason to society's major problems. Instead, the schools have deliberately made this type of education next to impossible by placing continually more and more in the curriculum the things that have to be learned for their own sake or for the purpose, principally, of keeping the students occupied—mere "sand table" busywork. About the only justification for much that is in the present-day conventional curriculum is that it keeps the children out of mischief—certainly a slender excuse for an institution entrusted by the public with the responsibility of preparing our children to be masters of a great civilization!

To be more specific: Almost no use is made, by the average person, after leaving high school, of higher mathematics, dead languages, a foreign language, the detailed facts involving battles, dates and the unimportant events of history, the old English literature, and many other offerings whose chief virtue lies in the fact that they consume the child's time. How much more sensible it would be to employ this time in participating in activity designed to stimulate serious analysis of the reasons and causes and effects involved in the solution of the tremendous local, state and national problems of our own day which are threatening to shipwreck our entire civilization! In addition, ample time could be devoted to music, art and other cultural hobbies which would enrich an entire lifetime. The schools must assume the task of assisting tomorrow's citizens to develop independent thinking in terms of those pressing social problems for which they must find a satisfactory answer. Our generation has failed in the task. We must reorganize the curriculum in such a way that we may actually educate children instead of just cramming them full of unrelated facts or keeping them busy learning things they will never have use for after they leave school.

"It is just as reasonable to condemn a well-trained surgeon as *incompetent*, because of failure to pass the State Bar Examination to practice law, as it is to condemn the student whose interests are in manual training, for failure to make a creditable showing in Latin or chemistry. Some of our most notable failures in school have turned out to be successful business and professional men."

▼

Probably the greatest obstacle in the way of making desirable changes in our educational practice is that the institutions preparing teachers are so far behind the times in their philosophy of education that when we find a really progressive and educationally competent teacher we can be almost certain that he or she got that way because of some inner urge to be a missionary of social and cultural enlightenment to the students—and in spite of the previous training in the *art* of *how to teach*. Bidding for a close second place in guaranteeing that the public schools shall not be allowed to keep abreast of the educational needs of a changing order is the conventional supervisor, who stifles all originality and individual initiative on the part of the teachers—insisting that all shall do the same things at the same time and in the same way. Many schools would be doing a better job at educating children if they were to entirely abandon all supervision of the conventional kind.

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Before the schools can really proceed with a truly educational program it will be necessary, in my opinion, that the conventional marking or grading system be done away with. Its purpose in the beginning was two-fold—to record the results of a fact-cramming type of education; and to stimulate competition in connection with the long since discarded philosophy that all children are exactly alike, possess equal capacities for all kinds of school work, and should all be taught exactly the same things in the same way. Since most educational leaders now recognize that training in clear thinking is the fundamental objective of education the greatest need of the present is to get away from the purely fact-cramming practices that we have repudiated in theory.

It is just as reasonable to condemn a well trained surgeon as *incompetent*, because of failure to pass the State Bar Examination to practice law, as it is to condemn the student whose interests are in manual training for failing to make a creditable showing in Latin or chemistry. Some of our most notable failures in school have turned out to be successful business and professional men, and outstanding community leaders under actual life situations. Until the school can discover and develop the factors which enter into the development of successful men and women it should certainly hesitate a long time before denying promotion or graduation purely on the basis of conventional school marks. This applies whether the marks are arbitrary or based upon some so-called curve

of normal distribution. I, for one, believe that regular promotion and graduation should not be denied by the public schools to any who might benefit by the contacts provided. The question of recommendation for entrance to the conventional college is an entirely separate matter.

Outside of school we proclaim that person successful who proves himself a good citizen and does well the one thing which constitutes his vocation. It is only in the schools that we lose all sense of reason in evaluating human beings. I am convinced that there is positively no justification for continuing the unfair comparisons which the conventional marking system often makes between children of equal diligence and human merit—but whose interests and capacities differ in a marked degree. It is often the direct cause of serious social maladjustment in after life and may permanently embitter an otherwise self-respecting and lovable character.

Letters

Calamity Capitalized

I am calling your attention to an event of our instructional program which for the second year we have found to be very effective.

During the fall of 1937 an order from the city health department postponed the opening of the Omaha schools one week past the already delayed opening date which had been previously announced. This circumstance gave teachers an opportunity for executing plans which they had made for a city-wide conference of Omaha teachers on problems of instruction. For one whole week teachers met in large assemblies and in smaller discussion groups to define, analyze, and seek solutions to significant problems. One result of this first conference was the unanimous decision to hold a similar series of meetings.

This year the Second Annual Fall Conference on Instruction planned by a representative group of teachers and principals under my direction was held on Monday, Tuesday, and Wednesday of the opening week of school. On the first day a general assembly of all teachers was addressed by Superintendent Homer W. Anderson, whose topic was "Rights and Privileges of the Child in School." On this first day teachers were dismissed at noon, after attending the general assembly and one smaller group meeting. The next two days all teachers participated in building meetings in the morning and general assemblies in the afternoon.

For the afternoon meetings two general assemblies were arranged. To the teachers interested in the problems of the primary and intermediate school, Dr. W. A. Anderson, from the Northwestern University School of Education, spoke on "The Needs of Children." Dr. S. A. Hamrin, of Northwestern, addressed the afternoon assemblies of teachers most interested in seventh and eighth grade, and high school problems. The theme of his series of lectures was "Guidance or Training for Life Outside of School."

The two visiting speakers conducted round table discussions on curriculum problems with members of the committees on curriculum planning.

A. J. Foy Cross
Director of Instruction
Omaha, Nebraska

First Grader's Vocabulary

The question arose among a group of teachers as to how many words a first grade child might know and recognize.

As I am a teacher in the first grade, I was most interested in an experiment to find out how many words a child might know.

Choosing a pupil—among several of like ability—one who was composed and not nervous or easily upset—I began the word-testing with a child named Olive.

Olive entered school at the age of 6 years. Her mental age equalled 7 years, 3 months; her I. Q. equalled 116.

The test started early in March. Each word was recognized and pronounced for the teacher with no help whatsoever from the teacher.

The testing was done before school, after school, and during any spare moments during school.

It was an excellent test to prove that phonetics take a very important part in a first grade pupil's work, as they enable a child to find out the new word for himself.

When the teacher doubted that the meaning of the word was known, the child was asked to explain its meaning.

The reference books used are here listed:

(a) The Word Lists given in the Twenty-Fourth Year Book.
(b) Gates's Reading Lists.
(c) Cordts's Word Lists from books: Many Grade I books, Primers and Pre-Primers, Elson-Beacon — any Primer that was found to have different words.

Counting up the carefully kept lists of words said by the child I had a total of 1,540 words. I have kept this list of words for future reference.

It is hard to believe that a six-year-old child would have such a vocabulary, but it was a most interesting experiment and a worthwhile study for all concerned. Had it been possible for me to find more word lists, I know she could have added to her long list.

Alice M. Walsh
Charles J. Emerson School
Stoneham, Massachusetts

Building Better Study Habits

CHARLES EDGAR FINCH
Rochester, New York

—3—

Making and Using Outlines

THE ability to organize successfully material of any kind, whether it be science, literature, or social studies indicates clear and careful thinking—a methodical way of doing one's work that promises so much in the way of successful result. A well contructed outline means thoughtful planning. Good outlines and good questions are absolutely essential to that type of assignment which helps in building better study habits.

The first step in making and using outlines is to get pupils to see clearly that the main headings of an outline stand for the principal or the big ideas in the material to be studied. Open book lessons are a great help in developing this study aid. Begin with a fairly simple paragraph in the regular textbook used by the class. Lead the pupils to see that the paragraph heading often furnishes the clew to the main idea. Next take a series of related paragraphs and point out the fact that these paragraphs are grouped under a natural heading or title. This title will indicate the subject or one of the subjects that may be assigned for study in working out a problem or project. Having decided on an appropriate title, proceed to find the main headings that represent the principal ideas discussed by the author. Pay no attention during these first lessons to the associated ideas. Leave this for a later lesson. Do not go over this work too rapidly. Remember that it is the actual practice that counts and that it takes time to understand and use outlines successfully. In summarizing the development of the outline idea it may help if the pupils keep in mind the following four steps:

1. Read through the material to be outlined;
2. Decide upon the subject the author is discussing and make this the heading or title of the outline;
3. Decide upon the main divisions or main ideas;
4. Select the sub-headings or contributing ideas.

The following illustration taken from a textbook in civics will help pupils understand the fourth step noted above, namely, the relation of sub-headings to main headings. It will also emphasize the fact that there are always associated ideas related to the principal idea in a given paragraph or group of related paragraphs.

*The Meaning of Cleanliness

"Perhaps the most important and the most necessary precaution against disease is cleanliness. It is surely one in which every member of the community has a large and very important share. We cannot have clean milk unless we have a clean stable or dairy, clean bottles, and clean handling from cow to consumer.

"If every house were free from dirt there would be much less work for health officials. One writer has said, 'Dirt is altogether too expensive to keep in the house.' Clean clothes and clean bodies not only mean better health but make more desirable citizens.

"To keep sink drains and toilets clean and in the best of order is a duty to one's self as well as to the community. The garbage can must come in for a share of careful attention or it will become a breeding place for disease germs. If garbage is not collected regularly, some plan must be made for burning it.

Each citizen can see to it that proper receptacles are provided for ashes and waste papers. Rubbish should not be allowed to collect in the back yard. All rules and regulations of the health department should be cheerfully and prompty obeyed."

Carefully worded questions to guide students in the selection of important information are a first step in developing a study procedure; outlines follow naturally. The following comparison based on the above selection on cleanliness illustrates this connection:

The Meaning of Cleanliness
(Heading or Title)

Skeleton Outline Form	Question Form
I Reasons for cleanliness	What are the three reasons for cleanliness given in the selection quoted above?
1	
2	
3	
II Helpers in making a clean community	Who should help to make and keep our community clean?
1	
2	

* Everyday Civics by **FINCH**, American Book Company.

III	Things to do	What are some of the things that should be done to keep a community clean?
	1	
	2	
	3	
	4	
	5	
IV	How each citizen can help	How can each citizen help in keeping his community clean?
	1	
	2	
	3	

Pupils who seem somewhat slow in grasping the meaning of outlines may be helped by showing them the relation of outlines to questions as in the above illustration. In fact, one may easily think of the main headings in an outline as shortened questions and the sub-headings as the answer to these questions; so that the *complete* outline may be thought of as containing questions and answers. In using the skeleton outline as an assignment device only the main headings are given with the numbers under them. Thus you have the main headings as abbreviated questions with numbers under each to indicate how many answers in the form of facts or information are expected. Let us examine the skeleton outline given above still more closely in order to find out just how it should help in studying. How about the heading or title? Does that help? Yes, because it indicates the particular part or the problem that is to be studied in the assignment for the day. What about the main headings? They call attention to the main points that the pupil is expected to consider during the study period. And how about the figures used under each main heading? They give an idea of the number of facts the pupil is expected to find under each important heading. In following an outline the pupil begins to study by opening his textbook and reading quickly down the page, skimming some people call it, until he comes to the topic referred to in the first main heading of the outline. Then he makes brief notes of the several facts indicated by the sub-heading numbers.

After a pupil has found the number of facts called for by a skeleton outline and has made brief notes as indicated above, the next step is to see how many of these facts he can recall without consulting his pencil notes. If he can recall only one point when four points are called for by the outline he turns to his pencil notes and studies them. This gives the pupil a commendable feeling of satisfaction and enables him, later on, to take an intelligent part in the class discussion and to answer questions when called upon for information. A mass of unrelated facts is not only very difficult to remember but has little value. Trying to recall such facts is a wasteful way of studying. Using an outline properly when studying helps to overcome this difficulty because it helps in organizing the subject matter studied as well as enabling the pupil to check his own efforts. What a difference between organizing material for

Teeth Like Other Tools Need Care.
And, Chewing Gum is Good for Them
As a workman is known by his tools so you can be judged by the cleanliness and care you give your teeth, your chewing tools. When you enjoy gum you help WHITEN AND BRIGHTEN your teeth because the gentle, natural process of chewing tends to scrub and POLISH THE SURFACES and remove food particles. Your smile becomes more attractive, too. Four ways toward Good Teeth are Right Food, Personal Attention, Dentist's Inspection and Plenty of Chewing Exercise. Get some delicious Chewing Gum today.
THERE'S A REASON, A TIME
AND A PLACE FOR CHEWING GUM
S-207
UNIVERSITY RESEARCH IS BASIS OF OUR ADVERTISING... NATIONAL ASSOCIATION OF CHEWING GUM MANUFACTURERS, STATEN ISLAND, NEW YORK

study in this way and the old way of trying to remember all that the book says! Using outlines in the manner we have been discussing also makes it easier to review the work of previous days or perhaps weeks spent in working on a problem or on the several problems of a given unit in history, geography, science, or literature.

In using outlines of the type described in this article the teacher neither lectures nor gives advice. His strong point is planning. Thus he helps his pupils to learn to do by doing—an important step in building better study habits. In making and using outlines the pupils are led to look for main ideas and associated ideas. They gradually come to see that authors use introductory sentences, sometimes paragraphs, in leading up to the main idea or in giving illustrations. Thus they come to understand that not everything the textbook says is of equal importance—a fact of very vital significance in this whole matter of better study habits.

The ability to separate the important from the unimportant and to select the information one is looking for is a most valuable study asset. A pupil who has developed the ability to use an outline and later to make outlines for his own use has at his command a very valuable study tool. Doubly so because he can use it as long as he does any studying. In fact, if he is a good thinker and an intelligent reader, he will use it more or less as long as he lives. It is not like so many lessons that will soon be forgotten. It is an ability of permanent value.

All in the Day's Work

EVERETT V. PERKINS
Principal of Cony High School
Augusta, Maine

Teacher's First Task

What would you think of your students if they walked around and talked during a class period the way you people have been doing this morning? If you want to visit, please go outdoors." These were the words that our last speaker at the first session of our big state convention shouted out as he began his address before the thousands of teachers assembled in the auditorium at Bangor. The audience had been so noisy that the previous speaker could not be heard at all in the back part of the hall.

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I remember how my old college president at the University of Vermont, Matthew H. Buckham, once asked as he opened an educational meeting after waiting some time for late-comers, "Why is it that teachers whose business it is to instruct the youth in punctuality are of all people the most apt to be tardy?" The reply of one of the educators was, "We use all of our energy getting others around on time and have none left for ourselves."

We teachers are human. We are merely children of a larger growth. We have all the weaknesses that belong to our students. A consciousness of this fact should make us charitable towards the boys and girls.

We must realize that self-education and self-discipline are our first task. The greater our success with ourselves the easier and more effective will be our work with others.

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A Rule for Making Friends

Tell me how it is that you have so many fine friends," I said to a fellow principal. "You mingle freely with the best people in the community. You are on cordial terms with the wealthy, the cultured, the influential. How do you make and keep such friendships?"

His answer was of much interest to me. "I do have some fine friends in all walks of life," he replied. "Some of them are people of high achievement. I like all kinds of folks, and if I take a special fancy to any one I manage to get acquainted with him. It usually happens, I think, that those whom you admire will become interested in you."

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"There are a few rules that I have adopted," he continued. "I never quote what friends tell me. This makes them feel free to discuss anything in my presence and gives me the benefit of hearing what people really think about many subjects, and especially about men in public life.

"I almost never ask any favors of my friends. I like them for what they are, not for what I can get out of them. However much I may need money, I never seek any financial help in any way from my friends.

"It is not my feeling that I must join my friends in all they do. Some have elaborate parties in which I have no share. Some go on hunting expeditions while I stick to the job. I greatly enjoy the accounts of such things, but they are not for me.

"I guess that there is one rule for having friends, and that is to be friendly."

This man's friends not only give him much personal satisfaction, but they help him carry out his program and make him feel secure in the community

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Among the rules that every young school administrator should adopt is this—cultivate the friendship of those who achieve highly and then try to be worthy of that friendship.

Book Reviews

Better Safe Than Sorry

THE ROAD TO SAFETY. By Horace Mann Buckley, Margaret L. White, Alice B. Adams, Leslie R. Silvernale, all connected with the Cleveland School Systems. New York, Cincinnati, Chicago, Boston, Atlanta, Dallas, San Francisco: American Book Company.

Part of the price we pay for rapidity and range of travel and for all the mechanisms and complexities of our present modest living, is a constantly increasing daily hazard for everyone. Safety instruction, while always in all times a factor in the upbringing of children, now claims with greater imperativeness than ever before a recognized place in the school curriculum.

In the series bearing the general title, "The Road to Safety," a highly promising attempt has been made to instill the necessity and the principles of caution into the minds of boys and girls in every one of the first eight grades. And for each of these grades a book has been produced that is well adapted to the ages and interests of the pupils. The authors have been amazingly successful in assembling well written stories to fit their purpose and in ringing the changes on the subject of safety in such fashion as to maintain lively attention.

There are a thousand dangers to look out for and no end of watchfulness is needed. Books that actually guide pupils along "the road to safety" possess vital values not easily overlooked.

The Living Past

MAN'S GREAT ADVENTURE. By Edwin W. Pahlow. Boston, New York, Chicago, London, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

"The Left Bank of the Tiber. (This shows a sewer built by the Etruscans twenty-five hundred years ago, still in use in modern Rome)." "Vikings Leaving after Burned Barking Abbey (Ninth Century)." "A Gentleman of the Road." "Neighbors Drop in to Hear Mr. Edison's Latest Invention." "After a Shelling." These titles are typical of those given to hundreds of other pictures in this introduction to world history from the pen of the professor of the Teaching of History in Ohio State University. The pictures with their titles give some indication of the originality, color, verve and vigor characterizing the entire book. In these days of the making of textbooks which are a delight to the eye, this volume deserves special mention. And according to all indications the challenge which its first edition presented to American youth still holds. In the opening sentences of the preface the author states that the aim of the present revision has been to make that challenge more concrete and immediate.

We have here a full treatment of world history but with approximately forty per cent of the space devoted to the period since the French Revolution. The primary purpose of the author apparently has been to stimulate an interest in the present in the light of the past. The section entitled "What Our Medieval Forbears Achieved?" is characteristic of many other discussions in the book in its clarifying of problems of today by means of explaining their background. The time charts which orient the student chronologically are unique and illuminating. Of these the one on the inside front cover in addition to conveying the usual information in regard to significant dates brings out vividly the idea of the debt of the present to the past. The work is unusually rich in maps, cartoons and graphs. It contains six double-color plates made especially for it by the distinguished artist, Fortunino Matania. The list of "Master Things to Do" on pages 746-749 is of unusual interest as a pedagogical exhibit.

One-Room Opportunity

MODERN EDUCATION IN THE SMALL RURAL SCHOOL. By Kate V. Wofford, Director of Rural Education, State Teachers College, Buffalo, New York. Boston, New York, Chicago, Dallas, Atlanta, San Francisco: The Macmillan Company.

Despite the movement for consolidated schools in rural communities, there still remain many thousands of one-room and two-room schools in every part of the United States. In fact, 65 per cent of the nation's schools are still of the one-room type.

How the teachers in such schools, often with insufficient equipment, may secure maximum results in the development of pupils, is a challenging problem and one to which Miss Wofford has addressed herself with practical studiousness for years. Her conclusions and recommendations have now become available through "Modern Education in the Smaller Rural School."

By wise selection of objectives and by careful organization of the daily program, it is possible to apply modern methods in the one-room, one-teacher school, to a degree which would be almost unbelievable had it not been demonstrated repeatedly by superior teachers.

Miss Wofford's handling of the complex situation in the light of newer techniques is remarkably straightforward and should be of utmost usefulness to many a teacher.

Is individual instruction at all possible in the small rural school with its mixture of grades? The author knows it is, and she points the way delightfully and convincingly.

This book should accomplish much for rural America, and indirectly for urban America also.

More Bailey on Art

ART AND CHARACTER. By Albert Edward Bailey. New York, Cincinnati, Chicago: The Abingdon Press.

What a contribution this man Bailey has made and is making to the seeing power of his students! And these students include not only those who attend his lectures in class room and lyceum, but those who read his books.

His newest volume, "Art and Character," shows how to use art as an ally in developing character. It contains selections of pictures for students from children to adults, and an index of 1,700 usable pictures with suggestions where prints may be secured.

Mr. Bailey shows art as emotion, as insight, as idealism and the connection between art with the transformation of personality and society.

A Great Dramatic Poem

ROSTAND'S CYRANO DE BERGERAC. Translated by Brian Hooker. Edited by Elizabeth Hooker. New York: Henry Holt and Company.

More than forty years ago, when Rostand gave the world his unforgettable dramatization of the life and personality of the man with the big nose and the swagger, Faguet pronounced *Cyrano de Bergerac* "the finest dramatic poem of half a century." Whether succeeding generations will agree with this laudation it is still too

early to say. Yet there is not the slightest doubt that Rostand's brilliant heroic comedy has not been relegated to the limbo of dead literature by our generation. Through this edition Holts have made Brian Hooker's translation accessible to students of high-school English. The format of the volume is attractive and the editing well-done, the introduction being both delightful and informing.

Orientation in High School

SCHOOL AND LIFE. By Margaret E. Bennett and Harold C. Hand. New York and London: McGraw-Hill Book Company, Inc.

It is no longer necessary to argue as to the importance of helping students to become oriented to new school situations as they progress from one scholastic level to another. Yet there are very definite questions as to the methods to be used in accomplishing this. It is by no means easy to see the various ramifications of the problems connected with student guidance. This in itself is one of the chief justifications of the rather extensive literature which has been produced during the last few years in regard to personnel work among students. The present volume, which has to do primarily with the problems typically encountered by students in their first year in high school, is one of the trilogy, the other books comprising it being *Designs for Personality* and *Beyond High School*.

School and Life is both readable and practical. Like all Gaul the book is divided into three parts, their titles being "Living in School," "Learning to Learn" and "Evaluating and Planning." In one of the chapters under Part II there is a discussion on the improving of one's skill in reading, which can without hesitancy be characterized as being among the very best brief treatments of this important topic. The book has been written for use by high school students, for whom it is admirably adapted. It is good reading for anybody vitally interested in the real business of living.

Tips for Young Teachers

PREFACE TO TEACHING. By Henry W. Simon. With Foreword by Abraham Flexner. New York, London, Toronto: Oxford University Press.

Here is a book on education that is in a field by itself. Although the author is a professor of Education, *Preface to Teaching* is not a technical work. It is addressed primarily to young teachers who are likely to be bewildered by the problems they are called upon to face in living and teaching. The book is divided into two parts, the first bearing the caption, "What the Job Is," and second, "How to Do It." Naturally Professor Simons does not exhaust either of these themes in a book of slightly less than a hundred pages. The rich, vigorous, colorful, epigramatic style tempts to frequent quotation. One specimen, however, will have to suffice. "Any teaching which does not get under the pupils' skin and make them eventually different and better persons might as well not take place at all. The training they get from you should be apparent in the way they spend their leisure; but it should also affect the way they regard their jobs and the way they work in them."

One chapter is entitled, "How to Make a Class Interesting or the Art of Teaching" Another deals with the tremendously vital subject of "Keeping Order." What is said in regard to the "broncho-busting or drill-sergeant discipline" furnishes considerable food for thought, although the author regards the drill sergeant as preferable to the dishrag. As one would expect from the title, the chapter on "How not to be a Schoolmarm" is full of dynamite. Like some other parts of the book it contains passages which some of us might wish to debate. But paragraphs which provoke argument make us think. And thinking is an exercise highly beneficial to all teachers, as well as to other members of the human family.

Words and Thought

THOUGHT AND EXPRESSION. By Charles S. Thomas and Myra A. Paine. New York, Chicago, Boston, Toronto: Longmans, Green and Company.

Those familiar with the writings of Charles Swain Thomas in regard to the problems and methods of teaching English in the secondary school will know in general what to expect to find in this book, which is Volume II in a series of high school texts in composition. The title, *Thought and Expression*, in this case is more than a well-turned caption. It gives expression to the underlying philosophy of the authors that language is an instrument that actively contributes to the stimulation and development of thought. The subtitle of the book is highly illuminating: "A Textbook Designed to Develop Better Habits of Thinking and Greater Skill in English Expression." Part II has to do with Grammar, Punctuation and Spelling. This, however, does not mean that Part I ignores these phases of the mastery of the mother tongue.

Chapter I is a discussion of "The Way We Learn Our English." In this humanly written chapter the author tells of the mastery of the automatic in learning to drive an automobile. The idea of acquiring new automatisms looms large in this part of the book. For example, in Chapter II there are topics like "Self-check for Mastery of Automatisms" and "Automatisms in Speech." Rich as the volume is in technical data, the major emphasis is upon creative thought and writing, the chapter on the informal essay being exceptionally delightful.

Success Pathways

FINDING YOURSELF. By Hiram M. Rasely. New York, Chicago, Boston, San Francisco, Toronto, London, Sydney: The Gregg Publishing Company.

There is growing recognition of the fact that many young people make a failure of their lives in spite of all the information about the arts and sciences their teachers have been able to impart to them. As Elsie Robinson has pointed out in her racy impressiveness in her syndicated articles, our graduates are not "adjusted for smooth performance."

The volume by Hiram N. Rasely, entitled "Finding Yourself," is one of the best of the very few books that have so far appeared to help make up for this deficiency of the school curriculum.

The book originated in a series of radio talks which were enthusiastically received. Printed copies of the talks were sought by many listeners. With the demand still unmet, the author has gathered the best of his addresses between covers.

The result is a fund of sound advice to younger and older people on making the most of themselves in business and the business of living their own lives alongside of other people. Preachiness is skillfully avoided. The style is lively. The incidents and experiences drawn upon are pertinent and pithy.

Classes in self-management, by whatever name they are called, should find this a useful text as basis for discussions.

The News Digest SECTION

Teachers Seek Key To "Swing"

DOVER, DEL.—State public school music teachers attempted to dissect "swing" at the Delaware Education Association convention to find out why 80 per cent of high school students are "jitterbugs."

The music section announced a "Jazz Forum" with some big name swing maestro.

It all began when a state survey showed that 80 per cent of the high school students confine their radio listening to "swing" and nothing but "swing."

"We need to be informed," the announcement stated. "There must be a technical insight into the modern popular idiom for an integration of in-school and out-of-school music experience."

The music section asked the many teachers who won't listen to popular music under any circumstances to approach the subject with tolerance, for no matter what one person might think, 80 per cent is 80 per cent.

Education Comes In Clinic Form

COLUMBIA, MO.—Stephens College is putting its young ladies through educational clinics—dealing with everything from ideas about religion to ideas about coiffures.

Here are some of the clinics Stephens operates:

Health—besides caring for the sick and injured, it teaches the fundamentals of personal hygiene. Here a fat girl can learn the correct way to reduce and a thin girl can learn how to gain weight.

Speech—operates to improve ineffective and unpleasant voices.

Clothing—teaches how to dress economically and smartly.

Beauty—shows a girl how to dress her hair to accentuate the better points of her face; the proper application of makeup, and the care of hair, skin and nails.

Guidance—stresses vocational orientation. Intelligence and personality

Religion and philosophy — it attests are given.

BOOM IN GRADUATE STUDY NOTED BY CHANCELLOR CHASE OF N. Y. U.

, NEW YORK—Although education as a bulwark of democracy in this country still leaves much to be desired, a markedly increased emphasis on graduate instruction is one of the most significant trends in American academic life, Chancellor Harry Woodburn Chase of New York University declared in his annual report to the university council.

Dr. Chase said many thousands of students enrolled today in the graduate schools of the country would not be there if there were jobs for them outside.

"At the same time," he continued, "many public and professional agencies have been steadily increasing educational requirements to include more and more training beyond the baccalaureate, and new lines of graduate training are coming to the fore."

Citing New York University as an example, Dr. Chase reported that the number of graduate students at N. Y. U. had nearly doubled in the last five years, growing from 4,355 in 1933-1934 to 8,326 last year, and that the program of graduate instruction had become so diversified that it was no longer centered in the Graduate School alone, but was offered in all the professional schools.

Among the developments in the graduate program of the university last year were the organizing of a Graduate Division for Training in Public Service and of the Institute of Fine Arts, and the offering of short post-graduate courses for engineers.

tempts to guide the students into a workable philosophy along the "golden rule" basis.

Doctors Advise Eye and Ear Survey

WASHINGTON—Two eye, ear, nose and throat specialists proposed recently a nation-wide study of school children who are handicapped by deafness or poor eyesight. Thousands of children are struggling under the handicap of poor vision or partial deafness without their teachers or even their parents realizing it, Dr. Le Grand Hardy, of New York, and Dr. Horace Newhart, of Minneapolis, told the American Academy of Ophthalmology. As a result, they are classified frequently as stupid, inattentive, or mental failures, the scientists said, when actually their minds are as bright as those of any other children. Surveys of small groups have indicated that 20 per cent of the children were suffering from defective vision and a similar number have defective hearing. Many could be brought back to normal by simple medical procedures, the doctors added, and in some cases total blindness or deafness prevented.

Teachers Urged To Be More "Human"

NEW YORK—To win the respect and confidence of their pupils, teachers should be "human and warm" in the classroom, Dr. Benjamin B. Greenberg, assistant superintendent of schools, declared at a conference on "Early Childhood Education."

By being sympathetic, giving the children affection, and in general showing an understanding of the problems of young boys and girls, the teachers can become the "trusted friends" of the school folk, Dr. Greenberg asserted. This means, he added, that the pupils must be treated as individuals, with distinct personalities of their own. Love, affection and sympathy are important elements to help mold desirable characteristics, in his opinion.

Held under the auspices of the Teachers Union's educational policies commission, the conference considered the general problems arising out of the theme "Curriculum making in a democratic society." About 300 teachers, supervisors and principals attended. Four round-table discussion groups preceded the luncheon.

EDUCATIONAL HORIZONS

By RANDALL R. PENHALE
Principal, Iron River High School, Iron River, Michigan

"Have something to say," Tryon Edwards said, "say it, and stop when you've done." And so much has happened to schools and school teachers these last few weeks that this monthly visit with you must begin without more ado.

First about teachers—Denied by age and sex the opportunity to participate in gridiron tactics, Miss Theresa Tracy, retired school mistress of Omaha, Nebraska, kept others from doing so. A dozen urchins picketed her home, but their efforts were in vain. . . . Christina Alach, fifth grade teacher in Medfield, Mass., was recently discharged for participation in a demonstration against the British government during the recent Czech-Germany crisis. Teachers, if they have opinions must keep them under cover! . . . Next we read that R. C. Shaw of the Escanaba (Michigan) senior high school faculty shot a cormorant —a bird, very rare indeed on this western hemisphere. We are not sure, but we hope Mr. Shaw teaches science, in which case the school's museum undoubtedly will have a prize trophy. . . . Another science teacher—Walter J. Arnold of Menomonee Falls, Wis., has a unique avocation. A justice of the peace, his clients have discovered a teacher-magistrate can't be bluffed!

Speaking of "pickets" reminds us that Michigan State College (Lansing) recently galloped into bold type via the Dies committee investigating alleged un-American activities. Just a year ago, a delegation of State's hungry students "dunked" a group of U.A.W. pickets into the Red Cedar River when they attempted to close the city's restaurants. . . . Albion College in the same state has made certain that this modern diversion shall not interrupt normal classroom recitations or work. A student council resolution banned it once and for all.

A challenge: Do you know of a school more unusual than that on Yerba Buena Island midway between San Francisco and Oakland? Fourteen students, all sons and daughters of sailors, are under the tutelage of Mrs. Ursula McLaren. Time was when Isle Royale in Lake Superior had a school quite as unusual, but the children of Holger Johnson, caretaker, are now grown up and obtaining an education on the mainland.

Innovating practices in school procedure this past month include a study of stamps, virtual textbooks for the pupils of St. John's Lutheran school in New Orleans. Principal E. H. Heintzen, a philatelist of no mean sort himself, finds that geography, language, history, architecture, religion, all come in for studious attention —and the students like it! . . . In our national metropolis civics for about 17,000 pupils will be absorbed on board the ferryboat "Queens." Twice daily for two weeks the boat provides transportation for some 500 pupils while they study waterfront developments, docks, piers, transportation problems, health, parks. Circumnavigating the "Enchanted Isle" in this manner gives high school work realistic zest. . . . Some fifteen British boys recently left Liverpool for a month's educational tour of Canada. At Banff in the Canadian Rockies they were joined by a similar party from Canada and New Zealand. . . . From Adelaide, South Australia, comes news of a plan whereby school children may observe industries and listen to their leaders explain the ins and outs of business rather than read about it in a cold textbook. The students visit forests, mining camps, salt lakes, and orchards. . . . Other things being equal, this is genuine education—the type which not only the few but also the many should be privileged to enjoy. . . . To come back to our country, we hear the startling news that the lambeth walk, rhumba, tango, and shag were recently incorporated in the curricula of a dozen high schools in Chicago. Or to put it another way—Friday night dances have been subsidized by the Chicago Board of Education. . . . Word has come that Mr. Ford is well pleased with his back-to-the-land experiment at Camp Legion, a 400 acre tract near Detroit. Almost a hundred varieties of crops were raised by sixty-eight boys of welfare families, all of whom will matriculate at Ford's trade school this winter. Mr. Ford's success is more proof of the St. Louis, Missouri, board of education's conclusion that if a student is given a definite purpose, he will not flunk his courses. On a smaller scale, perhaps, a forestry club at Belvidere, N. J., is accomplishing equally good results. Miss Anne Hoppock is in charge of an activity group who enjoy numerous nature hikes as well as care for a wild flower garden which some day will become a living museum of nature lore. Routine class procedures, it would seem, grow less and less necessary to the creative-minded teacher. At Syracuse University we hear that a full-credit course in marital problems is now available. The fact that it is sponsored by the home economics department, however, is given as the reason for a complete lack of male registration. . . . At Forest Junction, Wisconsin, Mrs. Marjorie Lindemuth's pupils are learning microphone technique. In October the experiment crystallized itself in the form of an amateur radio program—public speaking at its best, we would say. . . . Perhaps THE innovation all educators are watching intently is in full swing at St. John's College, Annapolis, Maryland. Freshmen there this fall began the required study of approximately a hundred classics in lieu of texts by modern authorities.

With the coming of winter and the inevitable curtailment of outdoor recreations, night schools, citizenship, Americanization, W.P.A. extension courses are once more on the educational horizon. At Philadelphia small shop owners are studying merchandising, oral English, and salesmanship under the guiding hand of Dr. John G. Kirk of the Quaker city's commercial department. Englewood Evening High School in Chicago, is again providing adults the opportunity to make up work they missed "years and years ago." Last fall 1,340 adults from 16 to 63 years of age were registered and this year promises an even better record. . . . Another leisure time activity is the National Junior Shakespeare Clubs which are finding favor in the Middle West and other sections of the country. Ethel V. Bailey, well known speech and drama critic, has written the syllabus local chairman use as a basis of instruction that culminates in a Shakespearean pageant which the children present before local audiences. If the movement continues its present successful pace, it ought to do much to re-popularize the bard of Avon and his immortal works. If it fares as well as the Curtain Pullers Club of Cleveland, Ohio, which since 1933 has grown from a group of 100

to 500, there can be no doubt of its success. And the last "extra curricular activity" is the old fashioned spelling bee, which this writer has used for several years. If you are hard pressed for some sticklers for those who hold out to the bitter end, try Dr. Victor Heiser's (author "American Doctor's Odyssey") ten and see what happens. The list: inoculate, embarrass, supersede, innuendo, rarefy, vilify, plaguy, desiccate, and picnicking.

Here and there across the continent comes word of outstanding pupils, more of whom doubtlessly you know about, and we hope you will write us concerning them. First place goes to Engner Gustafson of Iron Mountain, Michigan whose inclinations for star-gazing, took to telescope construction. Built of odds and ends this young scientist found in divers places, he now has his own telescope which shows the heavenly bodies in North or South America. Second honors go to William Griss of Toledo, Ohio whose musical abilities for the past two years have pushed him into the first clarinetist's berth in the Toledo Philharmonic Symphony. He now attends Michigan State Normal College at Ypsilanti.

And such success as that urges us to take exception to James Carroll's article "No College For My Son" in *Forum* (Sept. 1938). Have you read it? Dr. Charles E. Friley, president of Iowa State College, it seems to us, should expand his views and publish a reply to Mr. Carroll. President Friley says, "It may be true that there are boys and girls who would fare better if they were not in college; but it is equally true that there are many able students in college and many others who ought to have the benefits of higher education." We agree with the prexy. What are your views?

Just as we were preparing to close our epistle, the Associated Press carries this glaring headline: "Treasury Empty, schools in Dayton, Ohio, closed." Affected are 34,000 students and 1,300 teachers and employees, and the report is that they will not return until January 1. Prior to this bulletin, we were informed that the N.Y.A. this year is to aid 300,000 pupils through high school and 125,000 pupils through college, attending 1700 different colleges and some 23,000 high schools. Further, that approximately 70 per cent of all school construction in this country in the past five years has been subsidized by the P.W.A. or approximately $700,000,000. . . . And now Dayton closes up entirely!

"Chaperon" Dean Gone At Syracuse

SYRACUSE, N. Y.—Under the administration of Dr. Eunice M. Hilton the office of the Syracuse University dean of women has become a center for integrating the phases of the woman student's campus environment.

"The day of the dean of women as a super-super chaperon on the campus is over," Dean Hilton said.

The position of dean of women was created to handle problems arising from co-education, and the emphasis was on rules and regulations governing social situations and resulting discipline problems, she explained. Consequently, she added, the other functions were greatly overshadowed and neglected.

"This resulted in a general feeling among students on the campus that the dean of women was a person to be avoided rather than cultivated," Dean Hilton said. "Today all this is being changed, with the problem of discipline shoved into the background as emphasis is placed on social and vocational guidance for Syracuse students."

Student Cashes In On Flying Skill

CLEVELAND, O.—Manuel K. Freedman, a high school senior, earns his spending money in an ultra-modern manner—by flying a plane. Freedman is a pilot and is a member of the National Aeronautical Association and the 113th Observation Reserve Squadron of Indianapolis. The 18-year-old flier said that he picks five and ten dollar bills "out of the air." Two ways in which he earns money are by piloting three students from Cleveland to Ohio State University at Columbus, O., and by taking aerial pictures of this year's Ohio valley floods.

Dr. Parke H. Schoch

PHILADELPHIA — Dr. Parke H. Schoch, former associate superintendent of Philadelphia public schools, died recently at his home in St. David's at the age of 70. Before his retirement in September, 1937, because of illness, he had taught in this city for some 45 years. He served as principal of the West Philadelphia High School for Girls, later in the same post at Overbrook High School. He was made associate superintendent of schools in 1929.

Benes Accepts Bid To Teach at Chicago

CHICAGO—Dr. Eduard Benes, former President of Czechoslovakia, has accepted an invitation to become a visiting professor at the University of Chicago. He will lecture on democratic institutions. President Robert M. Hutchins indicated that Dr. Benes' financial reward will come from the Charles R. Walegren foundation, which was set up to encourage the study of American institutions.

School Maintains "Odd Job" Bureau

KNOXVILLE, TENN. — An "odd jobs department" in each of the junior and senior high schools was created in February with the aid of the vocational counselors at each school. Citizens of the town are invited to send to these schools for pupils who can type letters, do miscellaneous office work, read to elderly people, care for children while the parents are away, attend convalescents, do sewing or housekeeping, assist in entertaining, distribute circulars, run errands, etc. In Oakwood School there has been organized a Boys' Better Business Club. The boys are alert in finding odd jobs for earning money. During heavy snows, for example, the boys earn money shoveling snow from sidewalks. These boys, eleven to fourteen years of age, have formed this group to earn money for various purposes. Several are already setting their earnings aside for college.

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WATERTOWN, MASS.

SURVEY SHOWS LACK OF PURPOSE CAUSE OF BRIGHT-PUPIL FAILURE

ST. LOUIS—A survey of high school students in this city showed that a lack of purpose in life is responsible for the failure of bright students in high school studies, according to a report issued by board of education officials.

George R. Johnson, director of the survey, explained that the "bright" pupils who fail "have a behavior pattern calling for immediate satisfaction rather than the performance of duty for ultimate gain."

Johnson said these pupils attend movies more often than the "well-adjusted" pupils, retire after midnight more frequently, do more automobile driving, smoke more cigarettes, study less at home and have less interest in continuing their education.

"The well-adjusted pupils, on the other hand, study more often at home, hold official positions in organizations, wish to attend college after graduation from high school," Johnson said. "Such facts suggest that the well-adjusted pupils envision purposes more distant."

The survey was conducted among 600 representative students from the city's four larger high schools.

Discarded by the survey report as causes of failure of bright pupils were such time-worn theories as poor reading ability, adverse social or economic conditions, being an only child, use of foreign language in the home, unemployment of parents, loss of one or both parents, low opinion of their own ability or a tendency to seek solitude in leisure times.

The survey found that so-called "problem" children were inclined to attend more than two grade schools and more than one high school, to worry about their home life, to earn money on the side and to think they required extra time from their teachers.

Johnson said it was also found that the interest of well-adjusted boys tended toward the professions while that of the problem group was more in the direction of mechanical matters.

Dr. George J. Smith

OGUNQUIT, ME.—Dr. George Jay Smith, who retired on February 1, 1937, as a member of the Board of Examiners of the New York City Board of Education, died here, recently. Dr. Smith had served on the board since it was formed in 1898. He was 72 years old. Dr. Smith, who campaigned continuously for higher teaching standards, and who, with his colleagues, endeavored to standardize examination procedure and outlaw politics and special privilege, had often served as chairman of the board. He was the author of several textbooks and had written articles, stories, verse and plays. He was instructor in higher mathematics at the National Normal University from 1885 to 1886, and head of the English department of the public high schools of Washington, D. C., from 1888 to 1894. He was professor of English language and literature at Columbia University from 1895 to 1896, and served the following year as a member of the faculty of Morris High School, New York.

Headmaster Feted At Amesbury High

AMESBURY, MASS.—Forrest Brown, headmaster of Amesbury High School since 1895, was honored recently by more than 200 townspeople at the banquet marking his 70th birthday. He will retire at the close of the school year.

Teachers, alumni, town officials and other prominent townspeople attended.

Tufts Installs Dr. Carmichael

MEDFORD, MASS. — Dr. Leonard Carmichael was installed as seventh president of Tufts College recently, in ceremonies on the Medford hill campus attended by college presidents and representatives of leading American educational institutions.

The function presented the most impressive assembly of scholars, including university executives, seen here since the Harvard tercentenary exercises.

Presidents of 26 colleges and delegates from more than 100 institutions paid tribute to the new president of Tufts College.

With his official acceptance of his office, President Carmichael takes over one of New England's largest co-educational institutions, having this term, a record enrollment of 2,144 students.

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Patriotism Not Forced Declares Payson Smith

BOSTON, MASS.—Attacking the interference of government in education, Dr. Payson Smith, former commissioner of education, scored the teachers' oath law as "among the tools of the dictator" in addressing members of the Middlesex County Teachers' Association at their 84th annual convention.

"Compulsory oath and salutes by legal order have no place in a democracy," Dr. Smith said. "Education has a better way and teachers should be permitted to take that better way. That is to lead children by teaching and by example to a growing appreciation of and elevation to the ideas that have made our country great.

"It is the business of the school to develop patriotism, but let us and all others remember that patriotism proceeds from the heart. Patriotism is love, and, moreover, there never will be any possible chance that you can make people, children or any others, love anybody or anything by law, rule or regulation."

Also coming in for criticism by Dr. Smith were the playing of politics in the selection of teachers and the consideration of teachers' place of residence or private life in preference to ability.

"A good example of the absurd length to which officialdom will go in trying to regulate the private lives of teachers is to be found in the current attempt to exclude married women from teaching in schools," he said. "If it can be shown that married women are less efficient than unmarried ones, then there is reason for their dismissal, but not otherwise."

More Students Enrolled In College

BOSTON. — On college campuses from New England, to the cities of the East and West and the pleasant settings of the South, this academic year finds more students enrolled in higher education than in any year before. Questionnaires covering a cross-section of the country show an increase of 4.8 per cent in 87 colleges and universities embracing 394,478 students, about one-third of those in the United States in institutions of higher education.

With the population expected to reach its maximum about the middle of the century and with arguments both for and against sending young persons to college, the enrollment increase of 4.8 per cent for 1938 compares with the 1937 increase of 3.9 per cent.

Eastern college enrollments have risen 5.2 per cent for 1938, as compared with 3.3 per cent a year ago. The West this year gained 4.3 per cent, compared with 3.8 per cent last year. The South this year gained 5.7, compared with 7.7 in 1937.

Harvey E. Alter

ROME, N. Y.—Thousands of citizens, including many of his former pupils, mourned the passing of Harvey E. Alter, 70, retired grammar school principal, who had taught 17 years in this city as head of the Thomas Street School. Mr. Alter had been a teacher for 48 years at the time of his retirement a year ago. The name of the Thomas Street School was changed at that time to Harvey E. Alter School in his honor. Mr. Alter was a native of New York State, graduate of Oneonta Normal School, who had done advanced work in other schools and universities of the State. He was active in many educational societies, and possessed an unusually fine professional library. His interest in local history was particularly keen.

Mr. Alter had been a reader of THE JOURNAL OF EDUCATION for many years. It was his "favorite educational magazine."

Dayton Children Return to School

DAYTON, OHIO.—Dayton's 34,000 school children went back to their classes after being out of school for three weeks. Before a cheering crowd of citizens, the board of education voted to accept a plan to re-open the schools, closed because of $61,000 deficit, on a promise of availability of $430,000. The vote, in which only one advocate of a "pay-as-you-go" policy dissented, followed a long debate over a plan prepared by a three-man committee, headed by Probate Judge William C. Wiseman.

School X-Ray Fight Decided

LYNN, MASS.—Controversy over a proposal to X-ray Lynn school teachers for pulmonary diseases subsided recently, as school employees reached a new understanding with health officials on the scope of the examination. More than 600 teachers protested a proposal by Health Commissioner James A. Dumas that all new applicants for teaching posts and those seeking renewal of contracts be required to present a health certificate and an X-ray report indicating freedom from pulmonary disease. Heated objections followed as the impression grew among teachers that all present employees in the school department would be forced to undergo the examination.

A subsequent meeting of the Lynn Teachers Club executive committee cleared up the confusion surrounding the recommendation and the original objections were withdrawn.

Perkins Talks On Youth; Believes Them Idealistic

BANGOR, MAINE. — Principal Everett V. Perkins, of Cony High School, Augusta, speaking at a meeting of social studies here, told his audience that young people today are lonely—that they demand full information about sex, and that it should be given to them.

"The first essential in character education is that the boys and girls be understood. I venture three statements about the boys and girls of today. These statements are based not only on my own observation but upon recent studies which have been made. First, the great majority of young people are idealistic. They lay aside questions of expediency and stand firmly for what they believe to be right.

"We teachers must treat the boys and girls as idealistic. What they need is not suppression or coercion, but encouragement and guidance. It is better for us to be fooled now and then than to treat all our students with suspicion.

"Secondly, young people of today are lonely. They hunger for a closer companionship with adults. We must be in close contact with our students in order to know their moods and desires.

"Thirdly, boys and girls demand full information about sex. To many this word is taboo. I respect the opinion of these, but I firmly believe the time has come when we must face this problem frankly. We let the young folks get their information now from unwholesome sources. We might as well let them get their drinking water from a roadside pool."

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